Elementary Public Schools and Education 1807-1907

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Chautauqua County Schools and Education

1802-1902

Westfield, New York

PREPARED FOR THE "CENTENNIAL COMMITTEE" OF THE
HISTORICAL SOCIETY OF CHAUTAUQUA COUNTY

BY PHIN M. MILLER

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TO THE

CENTENNIAL COMMITTEE

OF THE

CHAUTAUQUA COUNTY HISTORICAL SOCIETY

PHIN M. MILLER.

FORREST CRISSEY.

Centennial Poem

Prepared for the Centennial Committee of the Historical Society of Chautauqua County.

BY FORREST CRISSEY.

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A hundred years—how brief a span
In which to work the magic change
From wilderness and savage man
To fruitful field and purpling grange!

Where now the lakeward-looking hills
Are wreathed in vines of goodly fame,
The Red Man fished the lakes and rills,
And ranged the forest for his game.

He pitched his summer lodge where now
The schoolhouse stands, with flying flag;
And where the vineyards crown the brow
Of every hill he chased the stag.

His bruitish war-cry echoed wild
From every slope, in every dell,
Where now resound the echoes mild
Of sacred song and Sabbath bell.

In hideous dance and savage game
He gathered at the wood-fringed shore
Which links Chautauqua's storied name,
With Learning, Art and ripest lore.

Where e'er the toiling student lights
His solitary lamp and gives
To Learning's court his zealous nights
The fame of old Chautauqua lives!

A million clusters load the vines
Beneath blue Erie's misty wing;
But better than her rarest wines,
Chautauqua's larger gift I sing:

Her pioneers—a noble seed
From which a harvest rich and great
Of sturdy sons hath sprung to feed
The school, the mart, the court, the state!

Wipe from our country's roll the name
Of all that dear Chautauqua gave,
And you will snatch the wreath of Fame
From Lyon's and from Phillips' grave!

What though her terraced vineyards spread
To every hill that drinks the sun?
Of all her gifts, the light she's shed
On Learning's page is chiefest one!

INTRODUCTORY

"Please may I speak? It's necessary!"

Before the year 1841 there was no written or printed records of the names of the teachers. The teacher's roll contained the number of pupils in each family, attending school. From this list the rate bill and wood tax were made.

The names of teachers of the Log School-house Period have had to be discovered—dug up—gathered from early traditions coming to us from former generations. The old boys and girls in the several towns have labored faithfully. Those who did the most digging, present the longest list of names. Imperfect and incomplete as they may be they are better than nothing. It is so much saved to our early school history. Thanks to the apostles and saints among the old boys and girls—and some of their loyal children—the names of a portion of the teachers in the early years of the nineteenth, are preserved and will take their place with those who labor in the educational vineyard in the present and coming centuries.

Wherein the records of the separate schools of the present are brief or incomplete, the teachers and school officers have only themselves to praise or blame. Failing to receive answers to oft' repeated requests for data, I have been forced to make use of report on file in the office of the County Clerk.

This paper is the work of many persons. All that is good may be credited to the earnest helpers who have given me intelligent assistance. The errors and imperfections will find a shelter with

Faithfully,

PHIN M. MILLER.

CHAUTAUQUA COUNTY SCHOOLS AND EDUCATION. 1802-1902.

BY PHIN M. MILLER.

The person who disputes that next to the founding of this Republic, the organization of our system of education is the most memorable event in our history, will not be found among the sons and daughters of the early proprietors of Chautauqua County.

In the forest shade, by the woods path marked by blazed trees, was built the log school-house of our early history. Along the trails leading to it, the wild beasts roamed at will. Here the children of the early days were gathered. It was the treasure house of every pioneer settlement. To their descendants it is, as it should be, a sacred memory.

All the schools, academies and colleges of our land, where the glad voices of happy children and youth greet the traveler as he passes through this "land of the free," owe their existence to the log school-house and the plan of education proposed and outlined by the early proprietors. The plan gave the alphabet to all. The children were on terms of equality. The knowledge secured was free and pure as the water from the laughing brooks and wayside springs. Sectarian and partisan teaching was not permitted, while the broad principles which all recognize, and the elementary knowledge every soul requires, received careful attention. The means of education thus offered, with proper home influences and the sterling qualities developed by the necessities of poverty, gave the poor man no fear for the fate of his posterity.

The result has been that the children of the poor early settlers have become the strong men and women of the nation, entrancing senates by their eloquence, sitting at the helm of the Ship of State, victors on hard-fought battle fields, founders of educational institutions, experts in the useful departments of life, and have placed in the cherished list of immortals, names all delight to honor. That gives to Chautauqua County an honorable place; to its people consideration and respect at every capital and court of civilization.

Following the teachings of Washington, Jefferson and many other strong men of the last half of the eighteenth century, as set forth in the propositions: That the enlightenment of all the people is the safeguard of the nation; that the intelligent many are better qualified to govern than a select few;—on January 6, 1795, George Clinton, with other able, intelligent and wellknown citizens of the state, recommended to Gov. John Jay and the members of the Legislature then in session,—that provision be made by the State Government for the encouragement of common schools.

On April 9, 1797, the General Assembly of the State of New York passed a law which is known as Chapter sixty-five of the Laws of 1797, entitled "An Act for the encouragement of schools." The Holland Dutch, followed by the

English, had formed schools in connection with their church and parish organizations. Anything like a system of education for all the people was unknown until this action of the General Assembly.

This act provided: That out of the annual revenues of the state, the sum of twenty thousand pounds—one hundred thousand dollars—should be annually appropriated for the term of five years, for the purpose of encouraging and maintaining schools in the several cities and towns of the state, in which the children residing in the state should be instructed in the English language. taught English Grammar, Arithmetic, Mathematics and such other branches as were most useful and necessary to complete a good English education. The amount of money apportioned to Ontario County, of which Chautauqua was then a part, was three hundred pounds—fifteen hundred dollars. The several Boards of Supervisors wer authorized to receive the amount apportioned to the county and distribute the same among the several towns. The free-holders of each town were empowered to elect not less than three nor more than seven persons, who should be known as Commissioners of Schools. and have supervision of them and the distribution of the money. It was made lawful for the inhabitants residing in the different parts of any town, to associate together for the purpose of procuring good and sufficient school-masters, building and maintaining schools, to appoint two or more persons to act in their behalf as Trustees of each school "but no person shall be appointed Trustee, who may be in any other manner authorized or empowered to carry this act into effect." The Trustees and Commissioners selected the teachers from those whose abilities and moral character met with their approbation. No pupil under four years of age to be included in the enumeration, which formed the basis of this division of the money appropriated, which was on total days' attendance during the year. Special provision, in a former act, having been made for colleges, this act only applied to those where children were only taught Reading, Writing and Arithmetic.

April 3, 1799, the State Legislature passed a law which had for one of its provisions, the appropriation of fifty thousand dollars to the discharge of the sum which became payable on the third Tuesday in March, 1798, under the general act before outlined. Evidently the fathers had no thought of turning back in the work so thoroughly planned. In 1803 the provisions of the law relating to the appropriation of twenty thousand pounds for five years were continued along the same general lines until April 2, 1805, when Chapter seventy-one of the Laws of 1805 was passed, which set apart the net proceeds of the sale of five hundred thousand acres of land, as a fund for common schools, to be invested by the Comptroller, the interest to be used in the support of common schools. March 7, 1807, by Act of Legislature, the Comptroller was authorized to place all the money arising from stock the state held in the Merchants' Bank, in the common school fund.

This is an outline history, in brief, of the school system, and condition of the common school interests in the State of New York prior to 1812. There are no records showing that any of the funds apropriated under these several acts were used for the support of any school organized within the limits of Chautauqua County.

The educational, intellectual and moral giants of the Empire State who under the lead of and advice of Jeremiah Peck of Otsego, and Adam Comstock of

Saratoga Counties comprehended the truth of, and necessity for a system of universal education which would educate the great mass of the people; would give an education that would teach obedience to wholesome laws; develop habits which bind the soul to truth and duty; grow moral sentiments that promote the principles of liberty, justice and humanity; that would take into its keeping for years the youth of each generation who were to be the men and women of the next; whose supervision extends over the plastic mind of youth in its springtime, when proper seed must be intelligently sown and carefully developed if it is to yield a happy and profitable harvest; which would lay the foundation of the superstructure of character so broad and deep that it could embrace everything in the realm of truth, and whose summit should be radiant in the sunlight of eternity.

These men prepared and submitted to the Legislature in 1811, the most bountiful, and in many ways the most complete system of education ever formed. For many weeks and months it was the subject of careful consideration and revision, and final action of the Legislature approving it, was not taken until June 19, 1812, which gave to the people of the state the law known as Chapter 242, being "An Act for the establishment of Common Schools," which law formed the nucleus of our present bounteous system of popular education and made it the educational Red Letter day in our state's history.

This act provided for the classification and consolidation of the several funds set apart for school purposes; for the election of a State Superintendent and defining his duties; the distribution of the proceeds of the school fund—none to be made until the total amount of interest was equal to fifty thousand dollars—subsequent payments to be the same until the yearly income was increased to sixty thousand dollars; this rule to apply until the increase in income reached the sum of ten thousand dollars, when this amount should be added to form a new basis of amount to be divided among the schools of the state; the duty of town, county and Board of Supervisors' Clerks was defined; the electors of each town to levy a tax equal to the amount apportioned to the town, the whole to be used in the payment of teachers' wages; the electors under the law were allowed to raise by a tax a sum equal to twice the amount received from the state; the electors at town meeting to elect three Commissioners of Schools. The Commissioners' duties were to divide the town into school districts, establish and change boundaries and call meetings in new districts when organized. These district meetings had power to locate and purchase site, build school-house and elect district officers consisting of three Trustees, a Collector and a Clerk. The electors also chose not less than three nor more than six Inspectors of Schools, who, with the Commissioners, should examine the teachers and schools, license the teachers, give advice and direction to Trustees as to the governing of the schools; three members were competent to examine teachers; no one to be employed who had not previously been examined and received a certificate signed by at least two members of the Board. Persons entitled to vote at town meeting were voters at school meeting. The school age was from five to fifteen years. The records of one town in this county show that each year from 1814—the year this law became of full force and effect in this county—to 1843, when the law was changed, the following resolution was adopted:

"Resolved, That this town raise all

the money for school purposes the law will allow."

It is a fair guess that many other towns can show a like record.

Under the provisions of this law in 1813 the Legislature elected Gideon Hawley State Superintendent. April ninth of the same year a law was passed placing the net proceeds received from vacant and unappropriated lands sold since April 2, 1805, and so much of the residue of said lands as would make five hundred thousand acres; also the state portion of the proceeds of the sale of lottery tickets, made in 1799 and 1801, to the credit of the school fund—this last item consisted of four lotteries of twenty-five thousand dollars each, of which the state received seven-eights, and one-half of the lottery of one hundred thousand dollars, making a total of one hundred thirty-seven thousand five hundred dollars. In this we have an illustration of the truth of the old saw: "Doing ill that good may come:" the money came to the school fund, and an aroused public opinion repealed the lottery law, which was followed by a constitutional provision against the operation of a lottery within the state. In 1841 the law was passed fixing the pay of School Inspectors at seventy-five cents a day for each full day of actual service. April 13, 1819, was passed Chapter 312. This act consolidated the various acts relating to schools heretofore passed, and set apart for school purposes the loans made pursuant to the acts of March 14, 1792; April 11, 1808; the shares of the capital stock of the Merchants' Bank held in the name of the people of the state, with all other grants and appropriations as may from time to time be made for the benefit of common schools, including the net proceeds of all lands which escheat to the state in the military tract; the net proceeds of fees of the Clerk of the Supreme Court of the State; one-half of all quit rents and commutations for the same, the same to be known as the "School-fund." The total amount invested under these several acts was, in 1820, one million one hundred seventy-two thousand nine hundred thirteen dollars and thirty-eight cents.

Chapter one hundred sixty-one of Laws of 1819 established the office of State Superintendent at the seat of government and fixed the salary at seven hundred dollars a year. The amount of interest for distribution among the schools in the state in 1820 was seventy thousand dollars. During this year the school law was amended, making the Inspectors of Schools the officers to examine and license teachers. Chapter three hundred forty of Laws of 1821, passed April 3rd, abolished the office of State Superintendent and placed the duties of the office with the Secretary of State. Gideon Hawley had held the position during the entire time since the erection of the office. Chapter fifty-six of the Laws of 1823, passed March 8th, authorized the proceeds of all lands purchased by the state to be added to the school fund. Chapter three hundred thirty-three of Laws of 1824, passed November 27th, appropriated forty thousand dollars, which had been raised for a fever hospital in New York City, but unexpended, to the school fund. April 28, 1826, a law was passed providing that all deficiencies in the common school fund might be supplied from the general funds of the state. Chapter two hundred thirty-three of Laws of 1827 passed April 13th, provided that the balance of the loan of 1786 be transferred to the common school fund, also one hundred thousand dollars of the shares owned by the state in the capital stock of any of the banks at par value. Chapter two hundred thirty-seven of Laws

of 1838, passed April 7th, provided that the income of the United States deposit fund be appropriated to the "purposes of education and the diffusion of knowledge"—this money, the amount of which was three and one-half million dollars was deposited by the United States Government with the State of New York under the provisions of an Act of Congress passed June 23, 1836. The amount of interest from this sum set apart for use each year was one hundred ten thousand dollars for the use of schools, and fifty-five thousand dollars for library purposes.

The act provided that School Trustees should be Trustees of the library, with power to select a librarian to have charge of the library; to select the books to be purchased and make rules governing the use of them. In 1841 a law was passed authorizing the Board of Supervisors in each county, to appoint a Deputy Superintendent of Common Schools. Chapter one hundred thirty-three of the Laws of 1843, passed April 17th, abolished the office of Town Commissioner and Town Inspector, and created the office of Town Superintendent; it also authorized the Board of Supervisors to appoint a County Superintendent of Schools. Chapter three hundred fifty-eight of Laws of 1847, passed November 13th, abolished the office of County Superintendent. The same year the law authorizing the holding of teachers' institutes and making appropriations for them was passed. March 26, 1849, an act was passed establishing free schools throughout the state. This act was submitted to a vote of the people and sustained—in consequence of the inequality of taxation under the law, the free school system as proposed did not prove satisfactory. In 1850 the law was again submitted to a vote of the people and again sustained. In April, 1851, the free school law was repealed and the "rate-bill" system re-instated. In 1853 a law was passed allowing the organization of Union Free Schools, subject to certain conditions. On March 3, 1854, the office of State Superintendent of Public Instruction was re-created, and Victor M. Rice, a native of Chautauqua County, was elected Superintendent. Chapter one hundred seventy-nine of the Laws of 1856, passed April 12th, abolished the office of Town Superintendent and created the office of School Commissioner. Chapter one hundred eighty of the same date, provided that the tax rate for common schools should be three-fourths of one mill. Chapter twenty-four of Laws of 1862 shows that the three-fourths of one mill tax rate produced the sum of one million eighty-one thousand three hundred twenty-five dollars for school purposes. Chapter five hundred fifty-five of the Laws of 1864 is the General Act for organization of Union Free Schools. Chapter four hundred sixty-six of Laws of 1866, passed April 7th, provided for the erection of four Normal and Training Schools in the state, one of which was located at Fredonia, in this county. Chapter four hundred six of the Laws of 1867, passed April 16th, gave to the state free schools. In brief, the law provided that after using the public money as provided by law, all deficiencies should be met by a tax on the property of the district. Chapter two hundred twenty-three of same year authorized the Village of Fredonia to raise one hundred thousand dollars to aid in the construction of a State Normal and Training School building. Chapter four hundred twenty-one of Laws of 1874, passed May 11th, entitled "An Act to secure to children the benefits of elementary education," was the first step leading to compulsory education. Chapter nine of Laws of 1880, passed Feb-

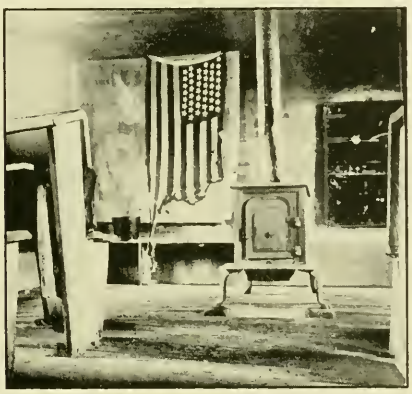
ruary 12th, was an act entitled "An Act to declare women eligible to serve as school trustees." Chapter thirty of Laws of 1884, passed March 10th, was an act relating to the study of physiology and hygiene in the public schools. Chapter six hundred fifty-five of Laws of 1886, passed June 15th, defines legal voters in school districts including resident women liable for tax. Chapter three hundred thirty-five of Laws of 1887, is an act relative to the employment of teachers and pay of same in the public schools. Chapter five hundred of Laws of 1893, passed April 29th, changed the time for holding annual meetings; the ending of school year and time of making annual reports. Chapter five hundred fifty-six of Laws of 1894, is an act to revise, amend and consolidate the general acts relating to public instruction under the general title of "The Consolidated School Law." Chapter two hundred twenty-two of Laws of 1895, passed April 3rd, was an act to provide for the purchase and display of United States flags in connection with the public schools of the state. Chapter one hundred ninety-five of Laws of 1897, passed April 7th, was an act empowering voters of Union Free Schools to provide text books for pupils by tax on the property of the district. Chapter four hundred eighty-one of Laws of 1898, is an act to encourage patriotic exercises in the public schools of the state. The general appropriation bill of 1902 set apart the sum of two hundred fifty thousand dollars to be used in increasing the teachers' quotas in the public schools of the state.

These acts, with other special acts and provisions relating to the library and school funds; special acts for organization of academies and Union Schools, with certain amendments of minor importance, are an outline of the laws placed on our statute books during the last century, which have given us our extensive, well regulated, bounteous and "free to all" system of education.

When the school district, which for nearly an hundred years has been the unit of representation—and as such has served us so well—shall, by reason of our changed physical and economic conditions, make way for a township system or unit, there will be no more educational worlds to conquer. Then we will become what we claim to be, the educational Empire State of the World.

The first epoch in our school history extends from 1802 to 1825, and may be truthfully named the Log School-house Period of our history and educational life. These colleges of the common people were houses sixteen or eighteen feet in width by twenty-two to twenty-four feet in length, built of logs to the height of eight feet for side walls, the ends above being fore-shortened to conform to the slant of the roof, which was made of "shakes"—split from logs of straight grain—these were held in place by poles laid lengthwise of the roof. At one end was built a stone or stick chimney, with a stone fire-place and projecting hearth-stone; above this there was a hole in the roof to allow the smoke to go out and incidentally the rain and snow to come in. The windows were five in number, two on each side and one at the end opposite the fire-place; these had each four lights of the regulation size of seven by nine inches. If glass could not be procured, oiled paper was used as a substitute. The door was made of "shakes" fastened together with wooden pegs, hung on wood hinges with wooden latch and latch string of buckskin. The furnishings of the school-room were not elaborate or extensive; they made up in strength and simplicity what they lacked in elegance and convenience. The split plank or "shake" extended along three

sides of the room resting on wooden stays and pegs driven into holes bored in the logs, forming the walls, furnished the desks. The seats were of the same material with legs adjusted in length to suit the size of the larger pupils; the smaller ones could let their "feet swing." The floor outside the stone hearth was of split logs. The cracks in the walls between the logs were closed by a free use of mud. The broom was a birch splint; the chair frame for the use of the teacher had a splint bottom made of black ash. The items of expense considered by the proprietors at their annual meetings were for repairs and furnishings. These were bid off at auction to the lowest bidder. The record of one school meeting held in 1816 shows one dollar and eighty cents as the price of chinking the cracks; the furnishings of brooms for the year, forty-seven cents, while the re-bottoming of the chair was twenty-one cents. The bunch of birch sprouts, the dunce block and fools-cap, were provided by the teachers as a portion of their "kit of tools" to be used in their business, and were without expense to the proprietors beyond the extra wear and tear to the jackets of the pupils.



INTERIOR LOG SCHOOL-HOUSE.

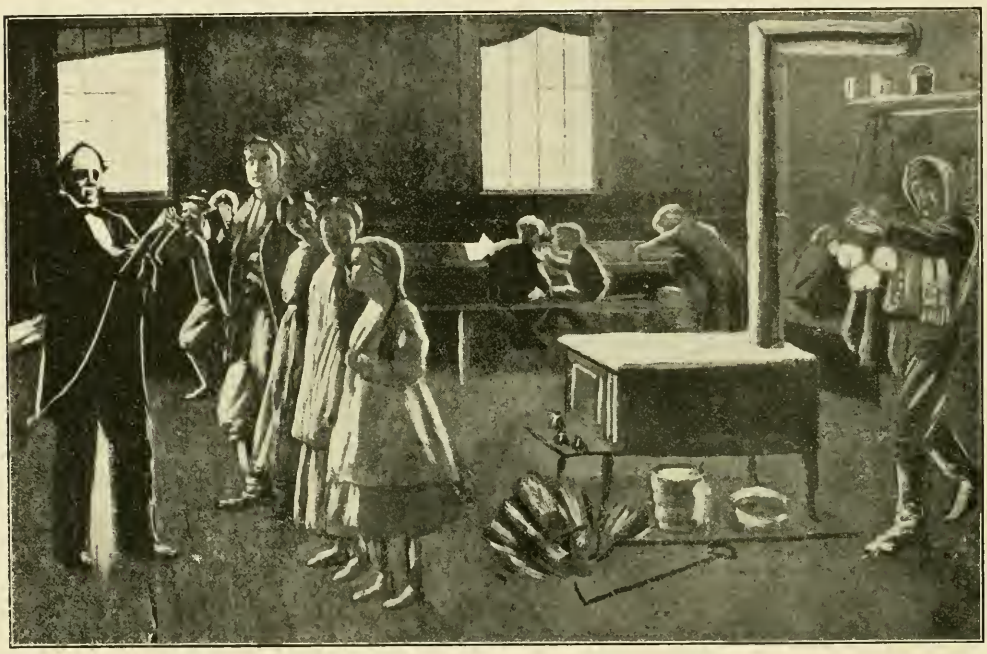
The text books for use were the American Preceptor, Dillworth and Webster's Spelling Book, Pike and Daboll's Arithmetic, Morse' American Geography. Writing was done by pens made from goose-quills, on sheets of unruled paper of about the size of fools-cap; the ink was a preparation of soft maple or black alder bark. These were the facilities and conveniences provided in the formative period, the beginning of our educational existence and history.

Humble as it may seem, this was the golden age of the three R's. All that we are, all the we hope to be in education, intelligence and civilization, we owe to the principles of morality, industry, truth, honor and liberty that were so strongly developed during the Log School-house Period of our history.

In a log house built in 1802 by James McMahan, at a point about one mile west of the center of the Village of Westfield, at the place then known as the "Cross-roads," during the summer of 1803, William Murray, who by reason of his physical infirmities was unable to join in the work of clearing away the forest, was selected to take charge of the children of the little settlement to prevent their being lost in the interminable woods, and incidentally teach them their letters. This was the first effort in the direction of a school, made by the early settlers in what is now Chautauqua County. Like efforts were made at the "Cross-roads" and at Canadaway, now Fredonia, in the years following, up to 1806.

The first school organized under the act of the General Assembly, passed in 1797, in Chautauqua County, was at the "Cross-roads," in 1807. The teacher was Miss Anna Eaton. She was born in Framingham, Massachusetts. In company with her father and brother, she settled in the now Town of Portland in 1806. She engaged in teaching at the "Cross-roads" in the now Town of

Westfield in 1807. In 1808 she taught a term of school at Colt's Station, a settlement six miles south of North East, Erie County, Pennsylvania. In 1809 she was engaged in teaching in the now Town of Ripley in a log house standing near the Village of Ripley. In 1810 she taught the first school in the now Town of Portland in a log house built by Capt. James Dunn. She continued her school work until 1815, when she married Solomon Nichols and removed to Whitestown, now Whitesboro, Oneida County, New York. This estimable woman was the pioneer teacher of Chautauqua County. She died in 1834



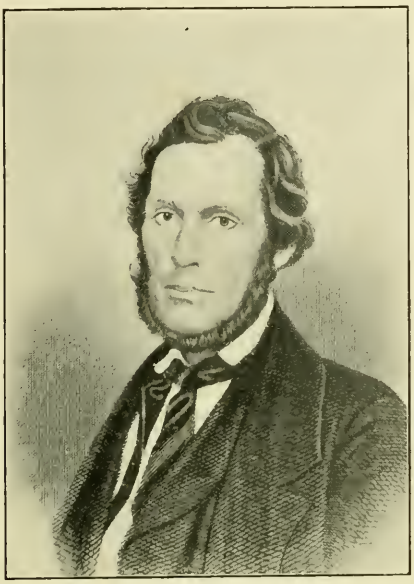
YE OLDEN TIME SCHOOL.

In 1810 the total amount of money invested for schools in the State of New York was four hundred eighty-three thousand three hundred eighty-six dollars and twenty-nine cents, the revenue from which was thirty-six thousand four hundred twenty-seven dollars and sixty-four cents. At that time there were ten schools in the two towns—Chautauqua and Pomfret—in Chautauqua County. In 1820 the total amount invested in the state was one million one hundred seventy-two thousand nine hundred thirteen dollars and twenty-eight cents with a revenue of eighty-one thousand seven hundred fifty-six dollars and twenty-cents. In 1821 there were eleven towns in the county with one hundred twenty-eight school districts. There were one hundred seventeen log school-houses. The average time school was taught during the year was six months; the number of pupils in attendance was thirty-nine hundred sixty-eight; the amount of public money received was nine hundred seventy-five dollars and forty-five cents.

In the following list of names of teachers doing work in the several towns during the early days and Log School-house Period, the year follows the name of the person believed to have been the first teacher in the territory of the present town. Kiantone is classed with Carroll, Dunkirk with Pomfret and Jamestown with Ellicott.

I owe much to the assistance and painstaking effort of many of the "old

boys and girls" as well as those of younger years, who have helped to gather this record. While it is not complete, it is better than none. To those who could have given other names and have



MADISON BURNELL.

neglected to do so, we say: "There is no kick coming from you!" The many who have labored earnestly to secure what we have, know the effort it has taken.

Arkwright—Horace Clough, 1811; Lucy Dewey, Parthena Baldwin, Levi Baldwin, Chauncey Tucker, Andrus H. Huyck, Timothy Cole, James Sprague.

Busti—Olive Marsh, 1813; Ransom J. Smith, Esther Thompson, Clarissa Blodgett, David Hatch, Clark Smith, Harry Abbott, Theron S. Bly, Orsel Cook, H. Gifford, Emri Davis, Frank Kidder.

Carroll and Kiantone—Stephen Rogers, 1813; George W. Fenton, Lucy Woodcock, Elias Woodcock, Edward Aiken, Josiah Hall, James Hall, Jonathan Wilson, Lovain Danforth, Maria Merrell, Jane Darling, Rebecca Jones, Amos Wheeler, Orson Weatherly, William Aiken, Fletcher Halliday, Esther A. Jones, Horace Jones, Hiram Aiken, Elisha Hall, Abner Jones, James Boyd, Amasa West.

Charlotte—William Gilmour, 1813; Fanny Edson, Eliakim Forbush, Emily Perry, Malinda Patterson, Daniel B. Lake, Peter Robertson, Francis Burns, Philip S. Cottle, Madison Burnell, Samuel T. Boothe, Curtis Black, Luthena P. Lake.

Chautauqua — Rev. Amasa West, Jonathan Leet, Ebenezer Curtice, John E. Marshall, Simeon Leet, Liscomb Weeks, Henry P. Sartwell, Glenni W. Scofield, Timothy Leet, Eliza Leet, John F. Phelps, Franklin Leet, William Leet, Sarah A. Morris.

[I am unable to give the name of the first teacher in Chautauqua town. There was a school there in 1809 but I am unable to give the name of the teacher. Rev. West taught there in 1811.]

Cherry Creek—Reuben Cheney, 1818; Angeline Pickering, Charles B. Green, William Lathrop, Jarvis Nash, Paul

ANGELINE PICKERING.
First school teacher in the town of Cherry Creek.

Hammond, George Spencer, Royal Pierce, Sarah A. Blaisdell, Dolly Shattuck.

Clymer—Marie Stowe, 1822; Roswell VanBuren, Warren Street, Olive

Dexter, Ira F. Gleason, Beman Brockway, Jesse Brown, Hercules Rice, Henry R. Rice, Cornelia Rice, Lucy E. Phinney, Ann Doolittle, Betsey Norris, L L. Hager, Mary Sessions, David L. Gleason.

Ellery—Dr. Lazarus Carey, 1808; Calvin Cheney, Eunice Cheney, Emily Bird, Nathan Cheney, J. Perkins, Maria Savage, C. G. Maples, Frank Burns. Emeline Strong, Patty Sacket.

Ellicott and Jamestown—Rev. Amasa West, 1814; Abner Hazeltine, Levi Cheney, John F. Allen, Austin Nelson, Thomas Walkup, Orrel Green, Rebecca

SOLOMON JONES.

Hayward, James Boutelle, Philip Smith, John Hawley, Lewis C. Todd, Elisha Hall, Isaac Eddy, Henry Gifford, Samuel Brown, Richard F. Fenton, Solomon Jones.

Ellington—Milo Camp, 1817; Polly Forbes, David Clark Spear, Lovahanna Abbey, Lucretia Abbey, Emeline Wheeler, Adaline Page, Peter Ingersol, Sedate Foote, Jane Bailey, Lovina Camp, Philena Foote, Harriet A. Nichols, Lernah Lawrence, Hull Nickurson, Alfonso Nickurson, Joseph Palmer, John Ball, John E. Farman, Peter Robinson, Calvin Kingsley, Harriet E. Baldwin, Elvira Rider, Eliza Ann Goodwin, Charles D. Foote, Angeline LeBarron.

French Creek—R. Chitsey, 1818; Polly Forbes, Ande Noble, Polly Jones. Cordelia French, Katharine Terry, William S. Rice, Mary Terry, Laura Rice, J. C. Moses, M. A. Knowlton, Maria Nobles, Eliza Wilson, Esther Gleason, Albert Bush, Harrison Bennett, David L. Gleason, Luceba Kellogg.

Gerry—Hannah Johnson, 1817; William Mullen, Hull Nickurson, Ezra Richmond, Minor Savage, Hiram Aiken, William Shepardson, Louisa Walkup, Betsey Gilmour, Hiram Sears, Carey Briggs, Orsamus White, Rowland Cobb.

Hanover—John Sprague, 1808; Mrs. Nancy Hall, Richard Smith, Philena Johnson, Bertha Rice, Lyman Gregory. Donald Johnson, Emily Trask, Bennett Radford, Jarius Handy, Chalon Burgess, Czarina Burgess, Marietta Blodgett, William Waith, William Hall, B. C. Pierce, Julius Gould, Lewis Merritt. Samuel Burdick, Samuel Ellis, Sophrona Gater.

Harmony—Abigail Durfee, 1813; Eben Pratt, Electa Jenner, Sarah Marsh, Jesse Smith, Samuel Brown, John Steward, Orsel Cook, Abner Lewis. Jane Marsh, Adeline Muzzy, Sophia Muzzy, Daniel Glidden, William Kelso

Mina—Elisha Moore, 1823; Samuel Dickerson, Cornelia Woodhull, Jane Carnehan, Jane McCormick, Armelia Hawley, David Waldo, Susan Stone, Elizabeth Stafford, Hartwell Haskell, Kasiah Nason, Sarah Pullman, Deborah Pullman, Susan Dobson, Elizabeth Jackson, Jannett Bartlett, George H. Collyer.

Poland—Betsey Tracy, 1816; Fletcher Fenton, W. H. Fenton, Joel Camp, Edward Hicks, Theda Palmer, Mrs. John True, Sarah Griswold, Nancy Smith, E. G. Terry, Nelson Rowe, Emory F. Warren, Phoebe Parker, Loro-

hama Abbey, Seth W. Chandler, Harriet Baldwin, Lovisa Camp.

Pomfret and Dunkirk—Samuel Berry 1809; Mrs. Olive Woodcock, Nathaniel Gray, S. Fitch, Marietta Blodgett, George S. Porter, George Leonard, George W. Gage, John P. Hall, Hiram Couch, Thomas Adams, William H. Cutler, Betsey Batcheller, Manerva Willoughby.

Portland—Anna Eaton, 1810; Augustine Klumph, Polly Price, David

JULIUS GOULD.

Eaton, Ethan Fay, Silas Dinsmore, Luke Drury, Manerva Willoughby, Miss Kimball, Gillett Bacon, Jewett Prime, John Nevens, Hugh Lowry, Matilda Hulbert, Mary A. Drake, John Rice, Nathaniel Lowery, Betsey Thayer, Austin Stone, Waterman Delee, Alexander Montgomery, Julia A. Tower, Peleg Whitteridge.

Ripley—Anna Eaton, 1809; Anna Riddell, Polly Shipboy, Lucinda Nichols, James Macomber.

Sheridan—Squire White, 1808; William Griswold, Julius Gould, James Gould, Jane Darling, Newel Gould, William King, Dr. Skinner, H. Rice, Seymour Fitch, Marilla Gray, Lydia Spencer, Lydia Willoughby.

Sherman—Otis Skinner, 1828; Susan Aldrich, Simeon Parks, Mary Parks, Mary Pelton, Lydia McClanathan, Adaline Troop, Lydia A. Tanner, Achsah Dean, Harvey Sheldon, David Stone, Henry Blackman, Uriah S. LaDue, Chauncey Sheldon.

Stockton — Abigail Durfee, 1815; Hannah Johnson, Horace Thompson, E. S. Eddy, E. P. Stedman, Isaac Andrus, G. Todd, H. Crissey, A. Morse, Rozina Lyon, Amy Barnes, Sarah Johnson, Pomilla Shepard, Polly Shepard, Betsey P. Ketchum, Jedidiah Post, L. Bump, Philip S. Cottle, Austin Jennings, Mordecai Look, Lorain Danforth, Hervey Johnson, Ansel Burr.

Villenova—Mrs. Elizabeth Brown-Battles, 1817; John Prosser, Althia Spink, Adaline Tripp, Abigail Dibble, Adolphus Lummis, Francis A. Dighton, Lucius Jones, Royal Pierce, Thomas Wilson, Luther B. Scott, Augustus Parsons, Willshear Butterfield, John C. Dibble, W. A. Gilbert, Harvey Mallory, James Tower, Betsey Phillips, T. H. Searl.

Westfield — Anna Eaton, 1807; Amasa West, Polly Shipboy, Julia Bailey, Ephraim Cook, Austin Stone, Silas Spencer, Luke Drury, Wiseman C. Nichols, Harvey Newcomb, J. Sackett, Walter H. Bidwell, Asa Hall.

The last log school-house in the first or west commissioner district, to make way for the red school-house, was located in School District Thirty-one of the Town of Harmony, and known as the "Cherry" District, from the fact that the building was constructed of cherry logs. The last teacher on guard in the old "Cherry" was Miss Lucinda

Smith, now Mrs. A. C. Robertson of Ashville. This log fortress surrendered in 1866. The last log school-house in the Second or Eastern District was located in District Number Ten, Carroll. It was given over "to the bats and moles" in 1885. Miss Carrie Wood now Mrs. Merriam of Falconer, was the last teacher in a log school-house in Chautauqua County.

It is an "oft-told tale" that during the winter of 1808 and 1809 George W. Fenton, father of the late Gov. R. E. Fenton, taught school in the now Town of Carroll; that many of the large boys, having no shoes, came to school barefooted; that after stamping the snow from their feet on the hearthstone of the fireplace, they were quite comfortable during school hours. While there may be no question about the barefooted boys, we are of the opinion that the date is "a bit early" as there is scarce a record of settlement at that time. It is an unquestioned fact of history, that George W. Fenton taught the first school in what is now the boro of Warren, Warren County, Pennsylvania, during the winter of 1806 and 1807. Much as we may dislike to surrender the honor, it is possible that it was the Pennsylvania boys who executed the "barefoot act" above referred to. To save our reputation for tough-footed boys, it is better that we fix the date as 1814, at which time George W. Fenton lived in Carroll, was a teacher, and there were as husky boys in the settlement as could be found in this or the neighboring state.

The early teachers during the Log School-house Period, were paid from twenty-five to fifty cents per day and boarded around the district. Twenty-four days were a school month; teachers were often paid in farm products at the market price, at the "cash and barter" store of the settlement. In 1819 Fletcher Fenton taught school in the now Town of Poland. He received ten dollars a month for twenty-four days and accepted his pay in shingles at fifty cents a thousand. The holidays during the year were Fourth of July, Thanksgiving and Christmas.

Mrs. John True, an early teacher in the Town of Poland, could manage the big boys. One day she took the largest boy—a full-grown man—by his coat collar and seat of his trousers, bundled him through the door and took her boot away from him as he was going out. Evidently Mrs. True could answer to the name of "School-master."

Miss Minerva Willoughby in the summers of 1817 and 1818, taught school in what is known as the Willoughby District. She received fifty cents a week and boarded herself. Money being scarce, she took her pay from a store in Fredonia. She accepted a wheel-head a pair of cards—for preparing flax for spinning—and a bake-kettle, all of which she found useful after her marriage to Joseph Van Vleit, which occurred in 1819. Their daughter, now Mrs. S. V. Barton of Westfield, taught a school at Wright's Corners in this county in 1853, receiving one dollar and a half a week, and boarded around, an increase in wages of over two hundred per cent. in thirty-five years.

Educationally considered, the second epoch in our history is the Red School-house Period, extending from 1825 to the present time. The first little red school-house erected in Chautauqua County was built in the Bowdish District in the Town of Portland in 1817. The name of the first teacher was Luke Drury. As these people's colleges were as near "alike as two peas," a description of one of them built in 1821 will be sufficient and incidentally give an insight into the way the proprietors attended to the work before them. The

specifications were "the building to be twenty-four by twenty feet, framed with good lumber, studded and braced; posts ten feet long; to be sided with good white pine siding; floor to be double, the upper part of white ash; to be ceiled on the inside up to the windows; arched overhead; to be lathed and plastered; chimney to be built of brick; six twelve lighted windows, glass eight by ten inches, and four panes of glass over the outside door; an entry way and closet on the other side of the chimney; covered with pine shingles; to be underpinned with stone, a ditch dug to the hard pan to lay stone in, the wall to be laid in mortar and to be pointed with lime above the ground." The inside was to be finished after plans furnished.

AN IDEAL RED SCHOOL HOUSE.
Located in District No. 13, Town of Hanover—Only remaining red school-house in Chautauqua County.

which provided for a row of desks and seats made from pine boards extending along three sides of the room. In front of the desk was a low seat for the small pupils. There was a cross-legged pine top table for the teacher's use. The contract price for the building was two hundred thirty-nine dollars, to be paid in black salts of lye at the selling price, one-half on the first day of September, 1821, and the remainder the year following.

In 1824, the plate, box or Franklin stove made its appearance in the schoolrooms, doing away with the fire-place with andirons. Blackboards "were discovered" and placed on the wall back of the teacher's desk, in 1830. In 1838 the library money became available. A librarian was appointed, who, with the three School Trustees constituted the board to make the selection of books to form the school district library. In those days newspapers were scarce and magazines unknown. The home collection of books in an intelligent and well-regulated family, consisted of a copy of the Bible, hymn-book, Shakespeare, Baxter's Call to the Unconverted, The Pilgrim's Progress, Aesop's Fables and Young's Night Thoughts, while in many these were not to be found. With these conditions facing the book committee there was small demand for theory in the discharge of their duty. The time spent in making a wise—or otherwise—selection of books was no "continuous round of pleasure" or season of "smiles and buttered parsnips." The result of their labors is told in the following list of books selected: Hume's History of England; Rawling's Ancient History, Erskine's Speeches, Life of Patrick Henry, Jefferson's Notes on Virginia, Life of Benjamin Franklin, Life of Francis Marion and Pope's Essay on Man.

These books and others of like character added each year, furnished the intellectual food to the people of Chautauqua County for a quarter of a century. Not till after 1850 was the newspaper available to the common people as a medium of information and education.

The result of this condition was the development of a race of moral and intellectual giants. Our common schools have been the foundation stone on which has been built our entire school edifice. They have been to society what the root is to the tree. They have been the source of our moral, social and intellectual life. It is an inspiration to see them bearing their wealth of hon-

ors in the glorious sunlight of this generation.

The text books in use in the early days of the Red School-house Period, were the English Reader, Columbian Spelling Book, Daboll and Adams's Arithmetic, Olney's Atlas and Geography, Murray, Kirkham, Bullion and Smith's Grammars, soon followed by Webster's and Cobb's Speller. Many of the "old boys and girls" remember "Pity the sorrows of a poor old man;" "I am monarch of all I survey;" "The Lord my pasture shall prepare and feed me with a shepherd's care," and other choice selections from the English Reader, and never forgetting the picture in the Spelling Book, and the words of the old man, who is made to say: "Well! Well! If neither words nor tufts of grass will do, I will try what virtue there is in stone! Whereupon he pelted the young saucebox until he was glad to hasten down from the tree and beg the old man's pardon." In 1845 Town's Elementary Chart was placed in the school-room.

Town's and Sander's series of Readers and Spellers, Robinson's and Davies's series of Arithmetics, Colburn's Mental Arithmetic, Morse's New Edition of Geography, Brown's Grammar, Olmstead's Philosophy and Young's Science of Government followed for a series of years. These made way—and incidentally trouble to teacher—for the Union and Parker and Watson's series of Readers and Spellers, Monteith's and McNally's Geographies, Covell, Weld and Clark's Grammars—the latter with its varied supply of sausage-link diagrams. This mixed and unsatisfactory combination was in use in the schools until 1866, when an effort was made by the most experienced teachers in the county, to secure a uniformity of text books for all the schools. The books selected were the Union Series of Readers and Spellers, Robinson's Course of Mathematics, Monteith and McNally's series of Geographies, Kerl's Grammar, Quackenbos's United States History Dalton's Physiology, Well's Philosophy, Townsend's Civil Government, Spencerian Copy Books and Webster's Dictionary.

Later changes have been made to meet the demands required in the development of the arts and sciences, but the system of text books is now practically uniform in all the public schools of the county. The net result of this uniformity may be seen in the following comparison. In the years from 1835 to 1865 in a school of fifty pupils, there were not less than thirty-six classes, while in 1902, the number of classes or periods, is less than twenty. As an object lesson illustrating the great changes that have been made, I quote from a letter written by the late Hon. Henry C. Lake:

"In the year 1843 I taught a school four months, and had an average attendance of one hundred and six pupils with no assistant, with scholars from their letters to philosophy, chemistry and algebra. It was horrid! and the wonder was, I had the reputation of teaching a good school. Now, in the same territory they have a Union School, with not much larger attendance, where they employ eight teachers."

With the increase of population in the cities and villages of the county, the red school-house gave place to more pretentious buildings, in which were organized graded District Schools of two, three or more departments, known as primary, intermediate and higher. These were the advance guard of school progress during the years extending from 1840 to 1855.

Much as I would like to do so, it is outside the range of reasonable possi-

bilities for me to give the names of the earnest and painstaking teachers who did work in our schools during the little red school-house period. The list would be a directory of a large portion of the intelligent men and women who have lived in our county in the last seventy-five years. The records have been secured which will furnish the names of this army of educators, should they be desired.

The saying "Facts are stubborn things" was entirely true when lodged in the hearts and brains of the settlers, or proprietors, as they were then called. It must not be thought that the organization of schools, the selection and removal of school sites, and the building of school-houses were accomplished without friction, caused always, almost always, by an honest difference of opinion; that school officers rested on beds of roses during their term of office. The Holland Land Company was liberal to church and school. Any land, to the extent of one-fourth of an acre, required for school purposes was given, provided the site required had not been "articled" to a settler. If this had been done it was not a difficult task to arrange with the settler to move his fence back and sell to the district a small patch of land on which a school-house could be built.

To change the location of a site, when once occupied, was an entirely different proposition. Each settler wished the school in his immediate vicinity, and an effort to make a change was the cause of contests that were sharp, severe and sometimes long continued. It became a saying, which was true in letter and spirit, "it is easier to move a burying ground than to change the site for a school-house." I am permitted to quote the words of Dr. H. C. Taylor in his excellent history of the Town of Portland, relating to the location of school-houses. What was true of one is true of all the towns. He says:

"In searching the various school records in the town, a large amount of shrewdness is seen to have existed and sharp practice resorted to, in determining the sites of their houses that might have been no discredit, as far as ability was concerned, to the titled representatives of the same rural constituency."

While this was true as regards location of a site, the time to discover "blood on the moon" was when an effort was made to change the site. To the credit of the proprietors be it said "the majority ruled," and recourse to law, always an expensive luxury, to prevent the carrying out the will of the majority, "fairly expressed," was seldom known; but, it was wonderful what possibilities for discussion and difference of opinion clustered around the words: "Fairly expressed." With this point settled all else was harmonious.

From the time of the organization of our schools in 1814 to 1841, their supervision was by Town Commissioners and Inspectors. In the latter year a Deputy Superintendent for the county was elected by the Board of Supervisors. In 1843 a County Superintendent of School was elected by the Board, and a Town Superintendent for each town, by the electors at Town Meeting The list of names of Superintendents elected in the several towns of the county is: Arkwright, Isaac C. Cole; Busti, Hiram E. Knapp; Carroll, David Boyd; Charlotte, Ransom Burnell; Chautauqua, Oliver P. Harwood; Cherry Creek, Jarvis Nash; Clymer, Artemas Ross; Ellery, George W. Griffith; Ellicott, Rufus Jones; Ellington, Harris Aldrich; French Creek, David L. Gleason; Gerry, Hiram Sears; Hanover, Amos K. Avery; Harmony, Abner Lewis, Mina, Orvis Mann; Poland, Jarius

Briggs; Pomfret, George Lathrop; Portland, Joseph Corell; Ripley, Albert Dickson; Sheridan, Newel Gould; Sherman, Richard Buss; Stockton, Judge L. Bugbee; Villenova, Oren S. Harmon; Westfield, C. C. Burch.

In the year 1856 the office of School Commissioner was created, one being elected in each Assembly District. The names of those holding the office in this county are: First District, Amasa Moses, George W. Putnam, Charles Hathaway, Phin M. Miller, Alonzo C. Pickard, Henry Q. Ames, Thomas J. Pratt, Charles H. Wicks.

Second District—Orsamus A. White, Lucius Hurlbut, Andrew P. White, James McNaughton, Wellington Woodward, Lucius M. Robertson, J. Ebenezer Almy, Emmons J. Swift. Chapter two hundred sixty-three of the Laws of 1885 reorganized the School Commissioner Districts, making the number three, in the county. The names of Commissioners since the re-organization are:

First District—Charles H. Wicks, Clyde C. Hill, Grant E. Neill, Pratt J. Marshall.

Second District—Emmons J. Swift, Winfield A. Holcomb.

Third District—James R. Flagg, James S. Wright.

The first Teachers' Institute in Chautauqua County was held at Mayville in October, 1846. The officers were Worthy Putnam, County Superintendent; Darwin A. Eaton, Principal; John C. Moses, Ebenezer Curtice, First Assistants; Stephen H. Shaw, Fordyce A. Allen, John Phetteplace, W. S. Bradley, George G. Blanchard, Richmond Putnam, Mary R. Terry and Adaline Muzzy, Second Assistants. There were one hundred twenty-four teachers in attendance. In 1847, the state having made an appropriation for the support of Institutes, the session was held at Mayville with same Superintendent, Principal and First Assistants. The Second Assistants were Emerson W. Keyes, George H. Collier, F. A. Allen, H. S. Bradley, Loren B. Sessions, Mary R. Terry, Catharine Terry, Adaline Muzzy and Clarissa Harris. The lecturers were David P. Page and Darwin A. Eaton of the Albany Normal School; L. M. Curtice and Victor M. Rice of Buffalo; Worthy Putnam and James Parker of Chautauqua. There were one hundred sixty-six teachers enrolled.

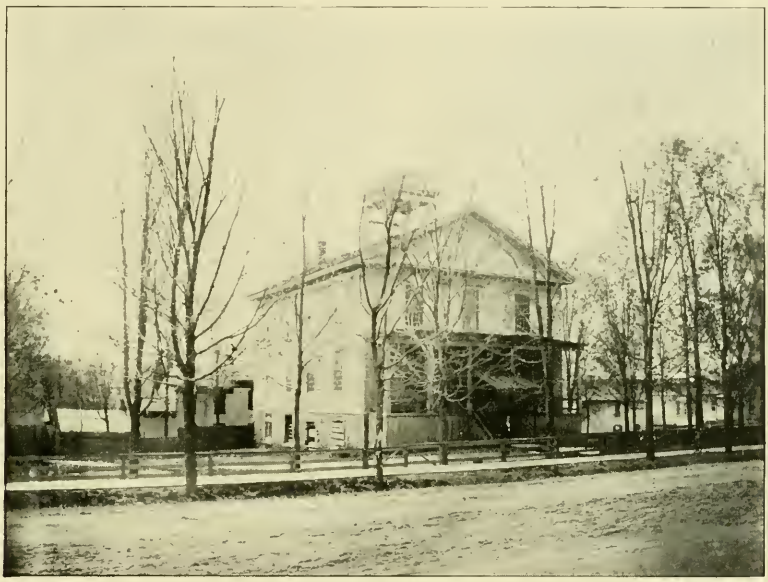
The abolishing of the office of County Superintendent in 1847 left the educational interests without a recognized head in separate counties until 1856, when the office of School Commissioner was created. Soon after, County Institutes were organized; a corps of competent instructors was provided by the state department and the teachers of the county were in attendance. The number in 1863 was five hundred eighty-three; in 1868 was five hundred two; in 1873 was three hundred six; in 1878 was one hundred sixty-two; and in 1883 was two hundred sixty-seven. During these years—until 1873—the institutes were in session for ten days. Attendance was voluntary and they were the largest institutes held in the state. Following this County Institutes were held for five days until 1885. Since that date District Institutes have been held until 1901, when a joint institute of the three districts, and the Cities of Dunkirk and Jamestown, was held for a term of five days. The number of teachers and members of training classes in attendance was four hundred eighty-eight.

The Chautauqua County Teachers' Association was organized at Stockton, Chautauqua County, during the holiday week of 1861 and 1862. Teachers from Westfield and Fredonia walked to

Stockton to attend the meeting; among these were Charles Hathaway, H. B. Rolfe of Westfield and R. E. Post of Fredonia. Sinclairville, Mayville and Jamestown teachers being over the ridge had the benefit of the snowfall and sleighing. The association was organized and has held annual and semi-annual meetings to the present time.

Fredonia Academy, the first organized in Chautauqua County, was incorporated November 25, 1824. It was opened to pupils October 4, 1826, and continuously maintained until 1867, when it was succeeded by the Academic Department of the Fredonia State Normal and Training School. February 23, 1830, it was placed on the roll of the Regents. The original Trustees were Gen. Leverett Barker, President; Samuel Marsh, Isaac Harmon, Carlton Todd, Henry Bosworth, Walter Smith, Elijah Risley, Jr., Charles Burrett, Gilbert Douglass, Elisha Shepard, Orrin McClure, Daniel Gurnsey, Philo Orton, Thomas G. Abell, Squire White, John Crane, Secretary, and James Mullett, Jr.

The first instructors were Austin Smith, Preceptor; George Porter, Assistant. The attendance during the first year was one hundred thirty-four, of which seventy-nine were male and fifty-five female. These were from thirteen towns in the county, seven counties in the state, and four states. During the forty-two years of its educational life, more than ten thousand pupils, representing nearly every state and territory, the provinces of England and lands beyond the sea, were in attendance. The list of principals during the time is: Hon. Austin Smith, Joseph E. East-



JAMESTOWN ACADEMY—1836.

man, Rev. Mr. Bradley, Henry Chaney, Charles H. Palmer, F. A. Redington, Charles A. Seely, David H. Cochran, Daniel J. Pratt and Homer T. Fuller.

Mayville Academy was incorporated April 24, 1834, and placed on the Regents' roll February 5, 1839. The first Trustees were William Peacock, Benjamin Evans, William Green, Martin Prendergast, Samuel Willing, William T. Howell, Ebenezer P. Upham, Jabez B. Burrows, Hezekiah Tincom, Anselem Potter and William Smith. The names of the Principals are William L.

Stuart, D. C. Thum, W. H. Marsh, Jesse Elliott, P. P. Kidder, William Larned, George W. Lawton, Alanson Wedge and F. A. Hall. On May 15, 1868, the Trustees of the Academy conveyed the property to the Mayville Union School which was organized in 1867 and Mayville Academy became the Academic Department of the Mayville Union High School.

Jamestown Academy was incorporated April 16, 1836, and placed on the Regents' roll February 5, 1839. The first Trustees were Hon. Elial T. Foote, Samuel A. Brown, Abner Lewis, Samuel Barrett, Abner Hazeltine, W. W. Chandler, Judson Southland, Rufus Pier, Nathaniel A. Lowry, Adolphus Fletcher and Horace Allen. The principals were Lysander Farrar, George W. Parker, Charles G. Hazeltine, Edward A. Dickinson, Rufus King. In 1866 the Trustees voted to unite the Academy with the Union School which was established under the name of Union Free School District Number One in 1863. The people of Jamestown accepted the trust and the Academy was made a portion of the Jamestown Union School and Collegiate Institute.

Westfield Academy was incorporated May 5, 1827, and placed on the Regents' roll February 5, 1839. The first Trustees were Jonathan Cass, Joel Bradley, William H. Seward, Abram Dixon, Joshua R. Babcock, William W. Cowden, James McClurg, Gideon Goodrich, A. W. Baldwin, Brown Blair, Austin Smith, Erastus D. Dean, Samuel Budlong, John N. Reynolds and Hugh W. Lowery. The names of its Principals during its period of history are John M. Keep, Theodore Gay, Lorenzo Parsons, Alexander Montgomery, J. E. Pillsbury, Edward M. Johnson, John C. Donaldson, Theodore Beard, S. Gerard Nye, Charles H. Brown, John C. Long Charles E. Lane and Abram Brown.

In 1868 the Academy passed into the possession of the Board of Education of the Union School as the Academic Department of the Westfield High School.

Ellington Academy was organized March 30, 1851. The Trustees were Jeremiah Baldwin, John F. Farnham, Hosea Felt, Charles B. Green, Benjamin Barnard, Myron Walden, John M. Farnham, Seth W. Chandler, Mason D. Hatch, Cary Briggs, Jeremiah Ellsworth and Andrew P. White. It was placed on the Regents' roll February 11, 1853. Names of Principals are W. C. J. Hall, A. Marsh, John C. Long, Hiram Ward, A. C. Moon, Miss M. Smith, Ruggles E. Post and W. E. Stevenson.

March 23, 1871, the Board of Trustees under section seventeen of Chapter four hundred thirty-three of the Laws of 1853, passed a resolution transferring the Academy property to Union School District Number Two, of the Town of Ellington, and it became the Academic Department of the Ellington High School.

Dunkirk Academy was incorporated May 1, 1837, with the following Trustees: Ezra Williams, Ernest Mullett, James VanBuren George H. French, David McDonald, Horace Pemberton, Levi Parsons, Timothy Stillman, Walter Smith, William Mellen, Walter Chester and C. H. S. Williams. The names of the principals are Abner Taylor, Ebenezer R. Thompson, Timothy Stillman, Boutelle, Clapp, Nichols, James Boutwell.

In the year 1859 the Academy property was conveyed to the Union School District and became the Academic Department of the same.

Under the law of 1841, the Board of Supervisors elected Alonzo Parsons Deputy Superintendent of Schools. Mr. Parsons was born in the Town of Otisco, Onondaga County, New York, in

1806. He prepared for college at the Homer Academy and was graduated from Hamilton College in 1833. He engaged in teaching at Springville, Erie County, New York, afterward at Westfield, where he resided while Superintendent of Schools. He was a man of ability, a thorough teacher, and did good work in the educational field. He died in Westfield in 1868.

The law of 1843 abolished the offices of Town Commissioner and Inspector and created the offices of Town and County Superintendent, the former to be elected by the voters of the several towns; the latter by the Board of Supervisors.

During the years 1842 and 1843, there appeared a bright particular star in the educational firmament which attracted the attention of all. It was "the star in the east," the token of better things! The herald bearing glad tidings to the common people; the educational Moses of Chautauqua County, who in the face of opposition—from those who saw as through a glass, darkly—fought a good fight, the results of which we are enjoying today. Worthy Putnam was elected County Superintendent in 1843. To him, more than to any other person, living or dead, Chautauqua County owes a debt of love and gratitude for honest effort, intelligent and progressive action, which resulted in developing a healthy sentiment throughout the county, in favor of popular and universal education. The educational life and work of this man is so much a part of our school history that it calls for extended notice.

Worthy Putnam, son of Andrew and Azuba (Stanhope) Putnam, was the youngest of a family of ten children. He was born in Brookfield, Madison County, New York, October 11, 1811. He was of the Putnam and Stanhope stock of Old and New England. In 1817 he removed with his father to Stockton, New York. In 1847 he married Nancy Sinclair, who died in 1855. He married Mary E. Dalrymple in 1856, who died September 17, 1901. He died April 10, 1887, at Berrian Springs, Berrian County, Michigan, and is buried there. Like Abraham Lincoln, he came from the lower walks of life. He was in many ways a self-made man. His youth was passed among the logs and stumps of his father's farm He was a graduate of the red school-house, and later of the Cassadaga Swamp.

WORTHY PUTNAM.
First County Superintendent of Schools.

Later in life he placed himself under the special instruction of noted masters of oratory.

In my early years, my father tried to keep me out of mischief, by having me with an axe on my shoulder, follow him on his trips down the Cassadaga Creek to the "Forks," thence up the Bear Creek, along the line of his trapping trail. On lot seventeen of the IV Township and XII Range, near the "Forks" and at least half a mile from any clearing, there was a bunch of hemlock trees standing close together. Up among the

limbs of three of these trees there was a platform made of slabs, resting on poles which reached from limb to limb. This was the "High School and University" from which Worthy Putnam graduated—and with honors. Here, in the stillness of the woods, he forged out of his brain a complete system of elocution and oratory, and demonstrated from this platform, the beauty, strength and use of it. He was one of the most finished and perfect platfrom speakers America has ever produced. The result of his labor in the woods he placed in manuscript and gave to the world in 1854, under the title of "Putnam's Elocution and Oratory." It is a book of four hundred pages and has furnished the ideas, theories and systems which have since been placed before the public. It has received the commendation of leading educators everywhere, and today there is no work more complete and practical than this. After his school work had closed he took a full course in medicine. Later, he began the study of law, and in 1859 was admitted to practice in all the courts of this state. In 1860 he removed to Valparaiso, Indiana, where he followed the profession of law until called to the chair of elocution and oratory in a leading college in the west. The remaining years of his life were spent among the teachers, clergymen and professors in the High Schools and Colleges of Ohio, Iowa and Michigan until 1868, when he was appointed Circuit Judge of the Second Judicial District of Michigan.

In October, 1843, he was elected County Superintendent of Schools, and his salary was fixed at five hundred dollars a year. He was continued in this office until 1847 when the office was abolished. Upon taking the office, he published and distributed an address to all of the people of the county. The following are points in his own words: "First. In the execution of my duties, I shall advise with the parent and show how he may save money and the service of his child by having a good school in his district. Second. The construction of school-houses will claim my particular exertions with a view to public credit for neatness and taste, convenience and durability, and the preservation of the health of the school. Third. To convince teachers that it is their duty and interest to make their profession honorable: that they should thoroughly understand the sciences required to be taught: that they should be masters of the science—how to teach: that their remuneration for their services and reputations should depend upon their merits. Fourth. I will endeavor to be to all the scholars, an inspector, instructor and friend: to animate them with a noble emulation, not to rise above one another, but above ignorance and dishonorable feelings. The young and generous nature of scholars needs but to be encouraged and stimulated, and it is 'on fire for action'." His conclusion is: "Fellow citizens! who of us does not feel an ardent desire for the honor and prosperity of Chautauqua County? Our soil is rich by nature, rich by cultivation and rich in production. Let us then make our country rich in the cultivation of mind. Let us foster our common schools with peculiar care. They are the dawnings of a future day: the conditions of a future age. Let us make that dawning brilliant and promising. Let us raise the conditions of our common schools, so that their influence will pass our county lines and extend to state and nation. Who does not desire to make our county an educational beacon light to the world? Let us adopt for it 'more elevated' the noble motto of New York. Let us educate our youth in such a manner, that when they are abroad, they may say with an honest

pride, they were teachers, or were taught, in Chautauqua County."

During the winter term of 1843-4, there were three hundred three schools in this county. Mr. Putnam visited two hundred of these in a period of sixteen weeks; one hundred sixty-six had male teachers; the average price of wages a month—for twenty-four days—was twelve dollars and sixty-three cents. The highest price paid was twenty-five dollars, the lowest was five dollars a month. Thirty-four schools had female teachers; the average salary paid them was six dollars a month; the highest was ten dollars, the lowest four dollars a month. The age of the oldest male teacher was forty-five years; of the youngest fifteen years; the old female teacher was twenty-nine; the youngest sixteen years; the best school-house in the county was in District Number Sixteen, Town of Hanover. The whole number of schools visited during the year was three hundred sixty-six; number of different schools visited two hundred eighty-four; number visited twice thirty-two; number not visited during the year thirty-one; number not in session at the time of visitation, twenty-one; number in session not reached during year, ten; number of schools visited with the Town Superintendent, two hundred six; number of common schools in the county three hundred fifteen; number of frame school-houses, two hundred fifty-six; log, forty; brick, fourteen; stone, five; number with one school-room, three hundred six; number with two or more rooms, nine; number of children of school age in the county, eighteen thousand two hundred sixty-seven. Teachers' classes were formed at a central point in each town for drill each year, conducted by the county and town Superintendents. Town celebrations were held in each town, at which the several schools entered the lists in friendly competition to excel. These were attended by the County Superintendent. This is an outline of the work performed by him.

It was during these years that there appeared in bold characters, written by Mr. Putnam on the walls over the door and windows inside the school-room those mottoes which all the old boys and girls remember with pleasure. They were: "Thou God seest me," "A time and place for everything in school," "Love to God and man," "Take fast hold of instruction," "Get wisdom—get understanding—forget it not," "Virtue and intelligence are the safe-guards of the nation," "Order is Heaven's first law," "A kind word costs nothing," "When another speaks, give attention," "Knowledge is power," "Become learned and virtuous and you will be great; Love God and serve Him and you will be happy." I am old-fashioned enough to wish that some of these mottoes might find a place on the walls of our school-rooms in 1902—but—I am not here to speak treason.

Mr. Putnam was a strong force in the educational gatherings of the state. Horace Mann, known as one of the world's greatest educators, in a letter written by him July 27, 1846, says:

"You bespeak my sympathy and counsel in behalf of your children, for yours I must call them; that sympathy and counsel are spontaneously ready for you. The highly comendatory account which you gave of them at the late convention of County Superintendents at Albany—where I had the pleasure of meeting you—and the beautiful specimen writing books prepared by them, which you exhibited, could not fail to make the schools of your county conspicuous objects of attention, and to command my praise, as I believe they did that of every other beholder. I

have since mentioned those admirably executed books to school children in Massachusetts to incite them to greater diligence and effort."

The written address of Horace Mann addressed to the children of Chautauqua County, is one of the gems of literary thought, covering the philosophy of educational development. The opening sentence is: "My dear children and friends, scholars in the schools of Chautauqua County." This address of nearly five twenty-inch columns of solid matter, was printed and placed in each school-room and district library in the county. At its head, in great primer type, were these words: "One copy of this address to be substantially put up in every school-room in the county. Parents will read it to their children; teachers to their pupils."

Here we find America's greatest school-master joining hands with Chautauqua in a labor of love. This was indeed "praise from Sir Rupert." Horace Mann was an admirer and loyal friend of Worthy Putnam, who for five years gave his time, brain and energy to the schools of our county. Our language shows its poverty of words in an attempt fairly to express the magnitude of Chautauqua County's debt of gratitude to Worthy Putnam for deeds well performed in the cause of popular education.

The "red school-house" teachers in the early days received from six to twenty dollars a month, of twenty-four and later twenty-two days, and boarded around the district. Later the pay was increased, and the teacher secured a home in one place, doing away with the unhealthful custom of sleeping in all the "spare beds" in the district, and the other well-meant privilege, of sleeping with the children, as a preventive of home-sickness, on the part of the teacher. The saying "Teacher, our folks are going to kill hogs next week, and they want you to come there and board," has become obsolete.

Amasa Cassius Moses was the first School Commissioner in the First District of Chautauqua County. He was appointed to the office under the provisions of an act of Legislature passed April 12, 1856. His term of office expired December 31, 1857. He was born at Ticonderoga, New York, August 22, 1826. The name of his father was Hiram, of his mother Betsey Campbell Moses. He received his early education in the common schools until 1844 when he attended the Westfield Academy, his parents having removed to the now Town of French Creek in 1842. He began teaching at an early age. After the close of his term of office he was engaged in teaching in the High School in Erie, Pennsylvania. Later he was appointed Assessor of the United States internal revenue in this county. In 1871 he removed to Great Bend, Barton County, Kansas, where he died February 9, 1887. I quote the words of another who says: "One of the most conspicuous features of Mr. Moses was faithfulness. He was always generous, painstaking and self-sacrificing."

Orsamus Alexander White was the first School Commissioner in the Second District of Chautauqua County. He was appointed to the office under the provisions of an act of the Legislature passed April 12, 1856. His term of office expired December 31, 1857. He was born at Brookfield, Madison County, New York, October 4, 1819. The name of his father was Abel, of his mother, Polly Warren White. At an early age his parents removed to the now Town of Gerry in Chautauqua County. Educated in the schools of the county he began the work of teaching when seventeen years old. He was an

Inspector and Town Superintendent of Schools in Gerry. After the close of his term of office he removed to the city of Norwalk, Ohio, and accepted the position of Principal of the High School. In 1867 he was elected Mayor of the city; re-elected in 1869 and again in 1876. For many years he was associated with others in the publication of the Norwalk Daily Reflector. He died December 21, 1894. The press in speaking of him said "A typical American citizen has departed, mourned by the whole city but full of years and honor. Peace be to his ashes."

George Washington Putnam was the second School Commissioner in the first district of Chautauqua County. He was elected for the term beginning January 1, 1858, and ending December 31, 1860. Mr. Putnam was born in Manchester, Vermont, July 7, 1818. He was the youngest child and son of Jacob Putnam and Mary Burton Putnam, who had a family of fourteen children. In 1831 his father moved to Chautauqua County and settled near Volusia in the Town of Westfield. He was educated at a New England fireside, in the log school-house and at Mayville and Westfield Academies. He taught several terms of school in this county. In the years 1845-6 he was engaged in lecturing in the states of Ohio and Michigan on electricity and Morse's telegraph. In 1847 he married Alpa Ann Van Vleit. After the close of his term of office as Commissioner in 1861 he was appointed mail agent on the then Buffalo and Erie Railroad. In the years of development of the railway mail service he has kept pace with the onward movement as shown by frequent promotions and is still actively engaged, having been in continuous service over forty-one years. He is the oldest, in years of service, postal clerk in the United States. Mr. Putnam is in the tenth generation a direct descendent from the Salem Putnams of 1630. Evidently his is a case where "blood tells." May he live to "work his case" and "tie out his mail" for many years.

Lucius Hurlbut was the second School Commissioner in the Second District of Chautauqua County. He was elected for the term beginning January 1, 1858, and ending December 31, 1860. He was born in Paulet, Vermont, in 1816. The name of his father was Ashbel Hurlbut; of his mother, Lucy Blin Hurlbut. He was a graduate of Norwich University. He was a teacher of mathematics in Fredonia Academy until his election to the office of School Commissioner. He was a Justice of the Peace in Pomfret and Clerk of the Board of Supervisors of the county for several years. He was identified and closely associated with the organizing and development of Forest Hill Cemetery, giving to it much time and intelligent service. Later he removed to Waterloo, Iowa, where he was engaged in banking. Following this he removed to Chicago, Illinois, where he was one of the city Assessors. He died there in November, 1896. He was buried in Forest Hill Cemetery at Fredonia, New York.

Richard Dow Vrooman was the third School Commissioner in the First District of Chautauqua County. He was elected for the term beginning January 1, 1861, and ending December 31, 1863. He was the son of Jacob and Hannah Dow Vrooman. He was born in the Town of Castile, Wyoming County, N. Y., November 2, 1827. When five years old his parents moved to Clymer. He was educated in the log school-house and at the family fireside. When eighteen years old he was licensed to teach. He earned money enough to enable him to attend the Westfield Academy where he took a sort of post graduate

course in surveying, civil engineering and the advanced sciences. He was an early Town Superintendent of Schools in Clymer. In the fall of 1863 he resigned the office of School Commissioner and enlisted as a volunteer in Co. G., Fifteenth Regiment of New York Engineers and served until the close of the war. He married in 1865. After the close of the Civil War he returned to the teachers' ranks and was a successful teacher for many years. He died May 11, 1895, and was buried on Clymer Hill, adjoining the school-house lot

ANDREW P. WHITE.

where he taught his first school. He was a worthy product of the early common school system of education in Chautauqua County.

Andrew Proudfit White was the third School Commissioner in the Second District of Chautauqua County. He was elected for the term beginning January 1, 1861, and ending December 31, 1863. He was the son of John N. and Margaret White. He was born in Washington County, New York, July 30, 1806. His education was secured in the schools of his native county. In early manhood he removed to Genesee County and in 1834 to Ellington where he resided at the time of his death in 1878. He engaged in teaching for a number of years; was elected Town Superintendent of Schools and Inspector in Ellington. In 1855-56 he was employed in the educational department of the Secretary of State in Albany. In 1864 he accepted a position in the Auditor's Department of the United States Treasury at Washington where he remained for a series of years. He was buried at Ellington. In the various departments of public life to which he was called he was an honored and faithful servant of the people.

Charles Hathaway was the Fourth School Commissioner in the First District of Chautauqua County. He was elected for the term beginning January 1, 1864, and ending December 31, 1866. He was born in Canandaigua, New York, April 28, 1823. The name of his father was Rufus, the name of his mother Catherine Reed Hathaway. He was educated in the schools of Ontario County, and at the age of twenty-one removed to Ashtabula County, Ohio, where he was principal of the Conneaut Academy. Later he removed to Erie County, Pennsylvania, where he was Principal of the Springfield Academy. Following this he settled in Westfield where he was engaged in teaching when he was elected School Commissioner. He was an earnest worker in the organization of the present Union School in Westfield. He removed to Cortland, from there to Horseheads, Chemung County, where he was elected School Commissioner in 1878, which office he held at the time of his death which occurred December 26 1880. He was buried in Maple Grove Cemetery at Horseheads, New York. The friends of education in Chautauqua County are debtors to him to the extent of grateful

remembrance for earnest work intelligently done.

James McNaughton was the fourth School Commissioner in the Second District of Chautauqua County. He was elected for the term beginning January 1, 1864, and ending December 31, 1866. He was re-elected in November, 1866, for the term ending December 31, 1869. He was born in Sinclairville, Chautauqua County, February 8, 1837. The name of his father was John of his mother, Maria Parsons McNaughton. He was educated in the village school and Ellington Academy, where he prepared for college. He began teaching at an early age in the district schools of Charlotte. He entered Allegheny College in 1854. He was graduated with honors and in 1856 engaged in teaching in Kentucky for three years. In 1860 he attended Michigan University. Later he returned to Kentucky and took charge of Bath Seminary at Owingsville until after the beginning of the Civil War. He received the degrees of Bachelor of Arts and Master of Arts from Allegheny College, also from Illinois Wesleyan University. He studied law in the office of the Hon. George Barker of Fredonia. He resigned the office of School Commissioner October 16, 1869, and was elected Superintendent of the schools of Corry, Pennsylvania. Later he removed to Minnesota where he was Superintendent of the Schools of Northfield, Faribault and Winona; also at Council Bluffs and Cedar Falls, Iowa. In 1892 he organized the State Normal School at Mayville, Dakota, (North). Later he was at the head of the faculty of the Normal School of Arizona. From this position he was called to the Presidency of the State Normal School at San Jose, California, where he did successful work until July, 1900, and is now enjoying the rest his failing health demanded. He is living at Pasadena, California.

JAMES McNAUGHTON.

Phin M. Miller was the fifth School Commissioner in the First District of Chautauqua County. He was appointed by the Hon. Orsel Cook in February, 1865, to fill a vacancy caused by the resignation of Charles Hathaway. In 1865 he was elected and re-elected for the term beginning January 1, 1867, and ending December 31, 1869. He was born in Stockton, New York, December 11, 1839. The name of his father was Isaac J., of his mother, Polly Shepard Miller. He attended the district school, Mayville and Fredonia Academies. He began teaching in 1856, closed in Ripley, March 14, 1865, to take the office of Commissioner. He resigned the office October 16, 1869, and entered the service of Harper & Brothers in the interest of their school and college text books. He continued in this work till 1882, when he became associated with the Buffalo Express; was manager of the Matthews-Northrup Railway Guide till 1888; was editor and manager of the Lockport Daily Express from 1888 to 1891 when he entered the service of the legal department of the Lake Shore & Michigan Southern Rail-

way Company as real estate, tax and claim agent, where he is now engaged. In 1901 he was requested by the Centennial Committee of the Chautauqua County Historical Society to prepare a sketch of the schools and education in Chautauqua County from 1802 to 1902. He was a resident of "The Corners" in Stockton, New York, till 1887, when he removed to Buffalo, New York. The son of a farmer, brought up on the farm, his father thought him a fairly good worker, who was at his best while driving oxen.

Wellington Jared Woodward was the fifth School Commissioner in the Second District of Chautauqua County. He was appointed by the Hon. Orsel Cook, County Judge, to fill a vacancy caused by the resignation of James McNaughton October 18, 1869. At the election held in November, 1869, he was elected for the term beginning January 1, 1870, and ending December 31, 1872. He was born in the Town of Ellicott, New York, January 20, 1821. The name of his father was Reuben J., of his mother, Sally Dunbar Woodward. He was educated in the district schools and Jamestown Academy. For many years he was a successful teacher in the district schools of Southern Chautauqua, both before and after the expiration of his term as Commissioner. In 1882 he entered the service of the government in the Customs House at New York. Later he returned to his old home in Kiantone where his services were sought as the trusted agent of others in the settlement of estates, in which capacity he was faithful to all. He was closely identified with the Masonic fraternity, in which he had a peculiar interest. He was a member of the Chautauqua County Agricultural Society and for several years its presiding officer. He died at his home in Kiantone January 12, 1885. All who knew him will join with me in repeating: "A good man and an angel; these between, how thin the barrier."

Alonzo Christopher Pickard.—The subject of this sketch was born in Ellery, Chautauqua County, New York, February 17, 1838. His father, Major Henry Pickard, settled on Pickard Hill, in said town of Ellery in 1816. His father, John Pickard, was one of the first settlers in that part of Chautauqua County. In 1824 Major Henry Pickard married Maria Vandewarker, the daughter of one of the early pioneers of said Town of Ellery. Alonzo C. Pickard, familiarly called "Lon," was educated in the common schools till he was eighteen years of age, at which time he attended a select school at Lyona, Crawford County, Pennsylvania, conducted by John Wyckoff. He prepared for college at the old Meadville Academy, after which he entered Allegheny College. Before finishing his college course the war broke out, a company of students was organized called the Allegheny College Volunteers, (also known as Company I, Tenth Pennsylvania Reserve) and Mr. Pickard enlinsted in said company, being its first Orderly Sergeant. After serving in that company about six months he was discharged from the army for tuberculous consumption and sent home to die. Instead of dying he recovered, and on the 23rd day of August, 1862, again enlisted, this time in Company L, One Hundred Twelfth New York Volunteers, subsequently known as the Seventh Company, First Battalion New York Sharpshooters. He was made Orderly Sergeant of this company upon its organization and served with the company until May 8, 1864, when he was severely wounded in the Battle of the Wilderness, near Spottsylvania Court House. Previous to said battle he had been promoted to Second Lieutenant

and First Lieutenant. He was subsequently brevetted Captain and Major for meritorious service on the field of battle. While still in the hospital at Anapolis, Maryland, suffering from his wound he was detailed by Secretary of War Edwin M. Stanton, to perform "light duty," ordered to Washington and made a member of a General Court Martial in that city. After serving in that capacity for several months he was transferred to Alexandria, Virginia, and made a Judge Advocate of a General Court Martial with headquarters in that city. He held that position till mustered out at the close of the war, in June, 1865. On the first day of September, 1865, he commenced teaching school in Busti, where he taught several years. On the 16th of October, 1869, he was appointed School Commissioner of the First District in Chautauqua County to fill a vacancy caused by the resignation of Hon. Phin M. Miller. In November of the same year he was elected School Commissioner for a full term. The next spring after the close of his term as School Commissioner, he was elected Supervisor of the Town of Busti and re-elected the two succeeding terms. While residing in Busti he was engaged in farming, in the grocery business and in the milling business; at the same time studying law more or less with the late Judge Cook, afterwards with John G. Wicks, was in company in the law business with John G. Wicks in Jamestown during the years '77 and '78. From January 1st, '79, to July, '86, he practiced law in Busti. On the latter date he moved his law office to Jamestown and has been a practicing attorney there ever since, and at present is located in the City Hall. On the 16th day of June, 1864, he united in marriage with Rose Flagg, a daughter of Captain Madison Flagg of Stockton. Two boys and one girl are fruits of this union. The daughter is the wife of E. W. Stevens. The father, both sons and the daughter's husband, are all practicing law in the City of Jamestown, in separate offices.

Mr. Pickard is a member of Post James M. Brown, No. 285, Department of New York, G. A. R. He has represented the post on several occasions in the Department Encampment and has also been a member of the National Encampment. For several years he was a member of the Committee on Patriotism for the Department of New York, and at that time associated with eleven of the most prominent educators of the state, among whom was the present Superintendent of Public Instruction, Hon. Charles R. Skinner.*

Lucius Mortimer Robertson was the sixth School Commissioner in the Second District of Chautauqua County. He was elected for the term beginning January 1, 1873, and ending December 31, 1875. In November of the latter year he was re-elected for the term ending December 31, 1878. He was born in Jamestown, New York, April 2, 1836. The name of his father was Schuyler, of his mother, Polly Foster Clark Robertson. When two years of age his parents removed to the Town of Carroll where he grew to manhood. He attended the common and select schools of the town. Chautauqua has raised but few more thoroughly educated men than was Mr. Robertson. Always a student, he worked intelligently and with satisfactory results. While not a "graduate" he was a past master in the philosophy of educational development. He mastered the science of surveying and civil engineering; began the study of law, which he was forced to abandon on account of ill health. As a School Commissioner he was deservedly popular with the people. After the close of his term as Commissioner he received an

* Note The above sketch of Mr Pickard was prepared for the Biographical section of the Centennial History of Chautauqua County and is reprinted entire.

appointment in the United States customs service; here he received three substantial promotions based upon merit and proved himself one of the government's most reliable and trusted servants. Death relieved him from service November 9, 1901. He was buried in Maple Grove Cemetery at Frewsburg, New York.

Henry Quincy Ames was the seventh School Commissioner in the First District of Chautauqua County. He was elected for the term beginning January 1, 1873, and ending December 31, 1875.

HENRY Q. AMES.

He was born in the Town of Cameron, Steuben County, New York, May 28, 1828. The name of his father was David, of his mother Sally Hardy Ames. His parents removed to Charlotte, Chautauqua County, New York, when Henry was a lad. It was there he gained his education in the district schools of the neighborhood, the select school at Sinclairville and the Fredonia Academy. For many years he was a successful teacher in the village schools of Central Chautauqua. Later he removed to the Town of Mina where he resided at the time of his election as Commissioner. After the close of his term of office he engaged in teaching. In 1879 he was employed in the New York Customs House where he remained for several years. Later in life he returned to Sherman where he lived until the death of his wife in 1894. Four months later he died at the home of his daughter in Brooklyn on September 10, 1894. He was buried at Sherman, New York.

J. Ebenezer Almy was the seventh School Commissioner in the Second District of Chautauqua County. He was elected for the term beginning January 1, 1879, and ending December 31, 1881. He was born in the Town of Gerry, New York, August 20, 1844. The name of his father was Humphrey, of his mother, Ruth Austin Almy. He was educated in the district schools in Ellington and at the Westfield Academy. He prepared for college in Genesee Wesleyan Seminary. He received his college training in Genesee College and Syracuse University. He engaged in teaching in Livingston County and was instructor in ancient and modern history in Genesee Wesleyan Seminary. After the close of his term as Commissioner he was graduated from the Philadelphia Dental College. He is now practicing his profession in Jamestown, New York.

Thomas Jefferson Pratt was the eighth School Commissioner in the First District of Chautauqua County. He was elected for the term beginning January 1, 1876, and ending December 31, 1878. He was born in Cambridge, Washington County, New York, February 9, 1843. The name of his father was Rufus, of his mother, Jane Galloway Pratt. His father was a prominent minister of the Methodist Episcopal Church whose early field of labor was in the eastern portion of the state. Later he removed to Chautauqua County.

His son received his preliminary education in the schools of the various towns and villages where his father was located. His advanced education was secured at the Nassau Institute and Mayville Academy. He began teaching in Chautauqua County at an early age. Outside the district schools where he taught his principal work was done at Sinclairville, Mayville and Falconer. He was for eleven years the Principal of the Mayville Union School. Of slender body and frail physique he possessed a bright brain and a will like that of Martin Luther, which won success where others would have failed. Later in life he was for one year the pastor of the Methodist Episcopal Church at Leon, Cattaraugus County. Failing health compelled him to retire from teaching. His valuable services have always been in demand. He is now in charge of the office work, as clerk of the Fredonia State Normal and Training School.

Charles Henry Wicks was the ninth School Commissioner in the First District of Chautauqua County. He was elected for the term beginning January 1, 1879, and ending December 31, 1881. He was re-elected in 1881, 1884 and 1887, his last term expiring December 31, 1890, having held the office from January 1, 1879. He was born in the Town of Ellery, October 15, 1849. He attended district school and was graduated from the Jamestown Union School and Collegiate Institute in 1869 He was engaged in teaching from that time until his election as Commissioner. After the expiration of his term he became a resident of Lakewood. In 1893 the Union School at that place was organized. The first Board of Education consisted of one member. Under his supervision the new building was erected and the school organized. The President, Vice President, Secretary, Executive Committee was made up of Charles H. Wicks. There was entire unanimity on the board and its work gave "general satisfaction." He is now engaged in the business of real estate at Jamestown, is Deputy Clerk of the New York State Assembly and present Chairman of the Republican County Committee of Chautauqua County.

James Randall Flagg was the first School Commissioner in the Third District of Chautauqua County. Under the provisions of the act establishing the district he was appointed Commissioner on December 13, 1886. In 1887 he was elected for the term beginning January 1, 1888, and ending December 31, 1890. He was re-elected in '90, '93, '96 and '99, and is now serving his fifth term of election. He was born in Glade Township, Warren County, Pennsylvania, November 22, 1849. The name of his father was Madison, of his mother Angeline Putnam Flagg. He was educated at the "town line"—now Centralia—district school in the Town of Stockton, New York, at the Busti graded school and the Fredonia State Normal and Training School. Prior to

JAMES R. FLAGG.

1886 he was for ten years the Principal of the Frewsburg Union School. I quote from his letter furnishing material for this sketch; he says: "Perhaps the most important feature of my work as Commissioner has been in classifying and systematizing the work of the schools. When I entered upon the work only three schools in the district had a regular course of study. My first effort in this direction was to establish a course of study in each of the village schools and having succeeded in this I undertook the same work in the district schools. It was a long and tedious work but the plan proved successful and today the same systematic work is being done in the district schools as is being accomplished in the lower grades of the union school." Mr. Flagg resides in Frewsburg, New York.

*Pratt E. Marshall was born at Clymer Center, New York, April 10, 1861. His father was Ira Marshall, and his mother Sarah Pratt. His ancestors are numbered among those who took an early and prominent part in the affairs of Chautauqua County. His grandfather, Enoch Marshall, settled at Clymer Center in 1830, while his maternal grandfather, James Pratt, built his home at Nettle Hill in 1829.

The parents of Mr. Marshall appreciated the advantage of an education to a young man in achieving success in life. Mr. Marshall attended the district school at Sherman Center until fourteen years old. He spent three years at the Sherman High School, and a similar period at the Fredonia Normal School, and he has had the advantage of twelve years training through the Chautauqua College.

Having made no inconsiderable preparation, Mr. Marshall commenced teaching at Waits' Corners in 1897, and continued in district schools for four years; subsequently he attended the higher institution of learning, and re-entered his profession three years later as Principal of the Sugar Grove School. Two years was spent as Principal in Dayton; seven years devoted to work in Frewsburg as Principal and another six years as Principal in the schools of Brocton. He was elected School Commissioner of the First Chautauqua District in 1903.

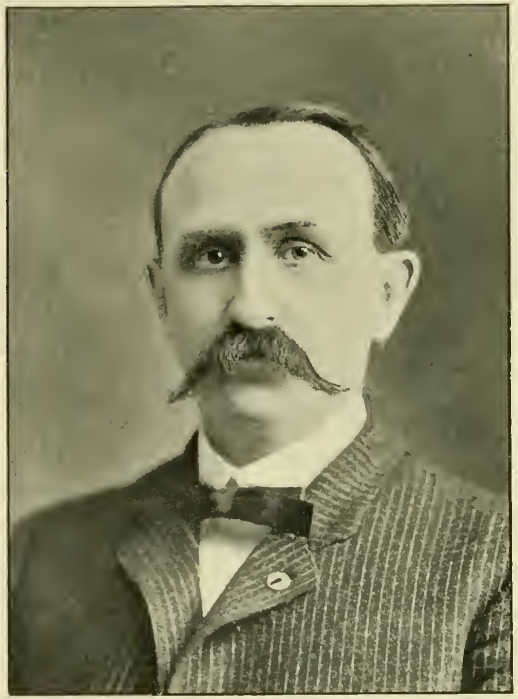
The training and experience secured by Mr. Marshall, have been invaluable in making him one of the leading educators of Chautauqua County.

Although Mr. Marshall has taught in various schools, as a resident of Sherman since 1869, he has regarded that place as his home. He was married on August 7, 1889, to Emma B. Skinner, who died during January of 1891. His second marriage occurred on July 7, 1894, to Isadore A. Blandon. Mr. Marshall is the father of five children; Linda, born June 7, 1890; Jay Blander, born September 21, 1896; Ray Esmond, born June 7, 1898, Gladys Aliene, born March 8, 1900, and Marjorie Esther, born September 17, 1903.

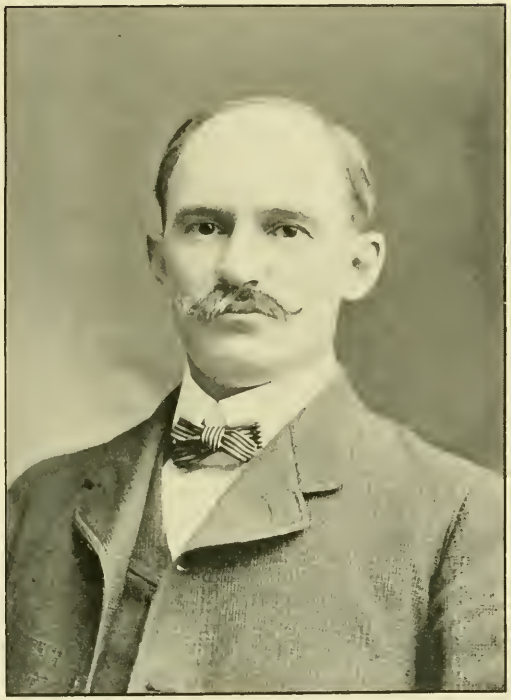
In addition to his other duties, Mr. Marshall finds time to take an active part in the Independent Order of Odd Fellows, is also a prominent member of the Grange in which he takes much interest, being at the present time Master of that order, and is a member of the Congregational Church.

*Winfield A. Holcomb was the ninth School Commissioner in the Second District of Chautauqua County. He was elected for the term beginning January 1, 1891, and is now serving his fifth consecutive term, covering a period of fifteen years. His term will expire on December 31, 1905. He was born in Norwich, Chenango County, New York, January 23, 1862. The name of his father was Robert A., of his mother, Abbie A. Holcomb. In

* Note. The sketches of Pratt E. Marshall and Winfield A. Holcomb were prepared for the Biographical section of the Centennial History of Chautauqua County and are reprinted entire.



PRATT E. MARSHALL.



WINFIELD A. HOLCOMB.

JUDSON S. WRIGHT.

SCHOOL COMMISSIONERS OF CHAUTAUQUA COUNTY.

1869 his parents removed to Ripley, New York. For twelve years he attended the district school. At the age of fifteen he attended the Ripley Union School and secured a certificate from the Commissioner which had written across its face the sad words, "Too young to teach." The following year he had a "little older grown" and at the age of sixteen he began work as a teacher in District Number Six of Ripley. In 1882 he entered the Fredonia Normal School and was graduated from the Classical Department in 1886. He was at once elected Principal of the Ripley Union School by the unanimous vote of the Board and continued as its Principal till January 1, 1891, when he resigned to fill the office of School Commissioner.

Mr. Holcomb has been actively interested in educational work and at one time was the only School Commissioner in the State on the Board of Examiners for the Department of Public Instruction, in reviewing papers for State Certificates. He is at the present time President of the State Association of School Commissioners and Superintend ents, and also of the Chautauqua County Teachers' Association.

He married Miss Catherine C. Lombard, daughter of Lucius Lombard of Ripley, N. Y., August 6, 1890. They have five children: Ruth and Catherine, twin daughters, and three sons, Albert, Frederick and Edward.

In August, 1894, Mr. Holcomb moved from Ripley to Fredonia, New York, where he now resides. He is one of the largest stockholders and President of the Gleason Grape Juice Company of that village, which is the second largest unfermented grape juice company, in its output, in the United States.

*Judson S. Wright.—It is a pleasure at this juncture to present a sketch and excellent likeness of Professor Judson S. Wright of Falconer. The subject of this sketch was born in Villenova, September 14, 1868. His grandfather, James Wright, is recorded in the annals of the township as one of the earliest settlers of Wright's Corners. His father was Daniel Wright, who is also remembered as among the energetic settlers in this township of Chautauqua County.

A brief glance at the career of Professor Wright shows that he is a man of energy and determination. He entered the common schools at Wright's Corners, and later during the year 1884-5 he attended the Gowanda Academy. Believing that a more extended education was necessary to a man, who desired success in modern life, Professor Wright entered the Fredonia Normal School and there he completed a classical course in the spring of 1892.

In the fall of that year he took up his residence in Falconer and in recognition of his ability as an educator, the Trustees of the village made him the Principal of the Falconer High School. Mr. Wright was the executive head of the schools of Falconer for practically a decade, and during the period mentioned the institution of the vollage adjacent to Jamestown, received recognition as being among the best of the kind in the state. Professor Wright was an active factor in the social and intellectual life of the community, and regret was expressed by the residents of the village when he decided in 1902, in response to the solicitation of a large number of friends, to become a candidate for office of School Commissioner. In the course of things Mr. Wright was opposed by other ambitious men, but his popularity was evidenced in his triumph in the caucusses of the Republican Party. In November of the same year, the people of the Third Commissioner district of

* Note. The sketch of Judson S. Wright was taken from the Centennial History of Chautauqua County and is reprinted entire.

Chautauqua County ratified the nomination made during the previous June, by electing Professor Wright by a gratifying majority. He entered upon the duties upon the first day of January, 1903, and the ability which he has displayed in the conduct of his office makes it certain that his services will be appreciated by the parents of the District. This School Commissioner District is one of the most important in Western New York, and certainly it is an honor to any man to acceptably occupy the position mentioned.

It is the fortune of many young men to succeed in one line of work, but few are active in more than one field of endeavor with credit to themselves. Not only has Professor Wright gained a position as one of the leading educators of the county, but has taken a part in the business affairs of his community. In the spring of 1900, the Falconer Milling Company was incorporated, Mr. Wright being made the President of the corporation. In addition, he is the executive head of the Falconer Pad Company, and he is a director of the First National Bank of Falconer.

In connection with the positions mentioned, it is of importance to know that Mr. Wright is a leading member of Chadakoin Lodge, Independent Order of Odd Fellows, and a worker in the Methodist Episcopal Church.

He has served as the President of the Principals' Association of the Third Commissioner District of Chautauqua County. In May, 1904, he was elected President of the Chautauqua County Teachers' Association and in these several positions Professor Wright has manifested those traits that early gave him prominence in his profession.

The subject of this article was married to Miss Effa Manley at Forestville, New York, on June 22, 1893. They have two daughters, and at the time of this writing, the family continues to reside at Falconer.

*Emmons Joseph Swift.—The cause of common school education in Chautauqua county was faithfully served by Emmons Joseph Swift in the capacity of School Commissioner for three consecutive terms, covering the period from January 1, 1882, to December 31, 1890. Mr. Swift was born February 20, 1852, on the farm in the southern part of Hanover, settled by his grandfather, Jacob Swift, who moved from the Town of Lisle, Broome County, this state, reaching the Hanover wilderness, overlooking Lake Erie, September 20, 1823, the day that his oldest son, Joel C., the father of Emmons, was one year old. The maternal parent was Frances A., daughter of Rev. Jonas Glazier, a Baptist preacher who moved from Massachusetts to Napoli, Cattaraugus County, in an early day. Emmons was the oldest of a family of four sons. He was educated in the common schools and the Forestville Academy, began teaching at the age of seventeen and continued his work for twenty-five terms, being Principal of the schools at Cherry Creek, this county, Versailles, Perrysburg, Dayton and Cattaraugus in Cattaraugus County. He closed his last term of school in that county the day before Christmas and in one week thereafter, on New Year's Day following, assumed the duties of School Commissioner in the Second Commissioner District of our county. He took front rank from the first in matter of school supervision, being prominent in the formation of the Western New York Association of School Commissioners and City Superintendents, the first body in our state to use uniform teachers' examinations. Commissioner Swift was a strong advocate of this feature of unification until it finally became engrafted into our state educational system. He

* Note. The sketch of Emmons J. Swift was prepared for the Hanover section of the Centennial History of Chautauqua County and is reprinted entire.

took a leading interest in state as well as local educational meetings and was elected President of the New York State Association of School Commissioners and City Superintendents. As School Commissioner he was re-nomi nated each time by acclamation and his efficiency and popularity demonstrated by largely increased majorities at the polls; but he declined a renomination for a fourth term. In November, 1891, under the administration of President Harrison Mr. Swift was appointed one of the twelve United States Internal Revenue Agents and assigned to duty in New York City. He was soon transferred to Greensboro, North Carolina, and given charge of the division which includes the three states, Virginia, North Carolina and South Carolina. This of all the divisions is considered the most difficult to handle. This work consists of the detection of and the prosecution for fraud on the Internal Revenue, and includes the suppression of illicit distillation. Many are the hair-raising encounters with southern mountain moonshiners that Colonel Swift could recount. He remained chief of that division until a change in the politics of the national administration led to his resignation. He returned to the Swift homestead which has never passed from the family; and when the present State Liquor Tax Law was enacted he entered the competitive Civil Service examination and passed second highest in the Eighth Judicial District and was the first Special Agent appointed from the eligible list in the district after the war veterans were out of the war. He served the state in that capacity till October, 1899, when wholly unknown to him, and while he was absent from the county being at work in New York City he was selected by his party to fill a vacancy on the county ticket of the Republican Party for County Treasurer to be elected at the coming election; and on the twentieth of that month assumed the duties of that responsible office having been appointed by Governor Roosevelt to fill a vacancy that had occurred in that office. He was successful at the November election of that year and has since filled the office with honor to himself and credit to his constituency. He married June 30, 1881, an academic teacher of prominence in Western New York, Mary E. Merritt, oldest daughter of George W. Merritt and Emmons Glazier is the only child. Among the first to pass the State Teachers' examinations under the present system were Mr. and Mrs. Swift, each of whom as the result is the holder of a life certificate.

Clyde E. Hill was the tenth School Commissioner in the First District of Chautauqua County. He was elected for the term beginning January 1, 1891, and ending December 31, 1893; he was re-elected in 1893 for the term ending December 31, 1896. He was born in the Town of Clymer January 16, 1865. The name of his father was James, of his mother, Aurelia S. Hill. He was educated at the Clymer Union School and the Fredonia State Normal and Training School, from which he was graduated in the classical course in the class of 1888. He was engaged in teaching for several terms and at the time of his election as Commissioner was Principal of the Ellington Academy. Since the close of his term of office as Commissioner he has removed to North East, Erie County, Pennsylvania, where he holds the position of engineer of the boro. He is engaged in the insurance business.

*Grant Earle Neil, School Commissioner of the First District of Chautauqua County was born April 8, 1868, at Ashville, New York, in the Town of

* Note. The sketch of Grant E. Neil was prepared for the Harmony section of the Centennial History of Chautauqua County and is reprinted entire.

Harmony. His father was Augustus Neil who came to this country when but eighteen years of age (in 1860), enlisted in the Civil War from the Town of Harmony as a member of Company D, One Hundred Twelfth Regiment, New York Volunteers, and served three years and now resides in Ashville, New York. His mother, Urania M. Whitford Neil, was the daughter of Orison Whitford who was one of the early settlers of the county having settled on the west shore of Chautauqua Lake just below the Narrows in 1812. Commissioner Neil was the oldest boy of a family of seven children; there were three senior sisters and two brothers and a sister younger. His early education was in the graded school at Ashville and the Jamestown Union School. He began teaching at the age of seventeen in District Number Eleven, Town of Harmony, and continued to teach until elected School Commissioner, attending schools for teachers during vacations. In September, 1891, Mr. Neil went from Charlotte Center where he had charge of the school for three years to Gerry, New York, as Principal of the Gerry Graded School and in September, 1892, became Principal of the Lakewood Union School at Lakewood, New York, where he remained three years. In 1896 he was elected Commissioner and re-elected in 1899. In 1896 he was the author and compiler of a township and district map of Chautauqua County, published by the Mathews-Northrup Company which is in nearly every school and office in the county. While Principal of the Lakewood Union School Mr. Neil registered with the law firm of Sessions & Sessions where he served as clerk and as law student. As a teacher Commissioner Neil was a thorough disciplinarian and had the faculty of stimulating the ambition of his students and associates as is attested by the prominent positions which many of them have obtained. As a School Commissioner his work has been of that same energetic nature that characterized his teaching, especially so in the building up and guarding the interests of the common school districts, realizing that in these schools the greatest part of the rural children will complete their education. He has also advised with the Trustees about the management of the business affairs of the various districts under his charge, keeping them posted in regard to their important duties and appointing days on which he meets with Town Clerks to receive and review Trustees' reports. Politically Commissioner Neil has always been a Republican and an earnest advocate of his party's principles.

The first Union Free School under the act of 1853 organized in this county, was at Forestville in the Town of Hanover, in 1855. Hon. Cyrus D. Angell was then Town Superintendent of Hanover. To him is due the credit and honor of being the leader of this pioneer movement. It was a long and stubborn fight which required watchful attention, even after the victory for a Union School was won, lest the opposition should be successful in overturning the good work accomplished. The men and

FORESTVILLE UNION FREE SCHOOL BUILDING.

The first Union Free School organized in Chautauqua County.

women of Forestville who enlisted in this war in favor of advanced methods in education are entitled to honorable mention. The following were the first members of the Board of Education: Dr. A. P. Parsons, Daniel Sherman, Elias Baker, Abram Sexton and A. M. Potter. The names and Principals are Abbie Sexton, Henry M. Allen, H. J. Sherill, J. O. Wright, J. C. Carter, J. A. Parsons, John Dole, D. W. Blanchard, T. L. Griswold, B. E. Whipple, L. D. Miller, O. E. Branch, M. W. Darling, S. H. Albro, H. A. Balcom, John T. Cothran, Henry W. Calahan, Alanson Wedge, G. W. Ellis, F. H. Hall, F. S. Thorp, G. W. Gurnee, A. C. Anderson. There are seven teachers employed The attendance two hundred seventy-five. For nearly half a century it has been among the best High Schools of the state.

*Anson Crosby Anderson.—The youngest son of Edwin Anderson, Anson Crosby Anderson, was born in the township of Ellington, on August 19, 1865. The latter is a descendant of a pioneer family who were active in the early annals of the county. His grandfather, George Anderson, a native of Keith, Scotland, emigrated to Massachusetts, where he married Phoebe Green, and later they settled in the Town of Ellington in 1824.

Edwin Anderson, the third son of George Anderson, was born in Ellington in 1830; he married Catherine Crosby of that town in 1857, and they are now living in the village where they were married.

Stimulated by this excellent family stock, the subject of this sketch found employment on his father's farm during the summer, and during the winter season he attended the Ellington Academy. At seventeen he united with the Congregational Church in the Village of Ellington. At eighteen he taught a term in the district school of Waterboro District; two and one-half years were occupied in teaching in the Thomas Orphan Asylum school at Versailles. Mr. Anderson entered the Fredonia Normal School when twenty-one years of age, and in June, 1890, he completed the classical course in that institution. He re-entered the profession as a teacher in September of that year, as Principal of the Smethport, Pennsylvania, Graded School. He resigned his place

ANSON C. ANDERSON.

the following summer, and accepted the Principalship of the Forestville High School. During the interval Professor Anderson has attended several sessions of the Cornell Summer School at the University, and at Harvard College, together with the Chautauqua Institution; and thus with his experience and training, he has given universal satisfaction as the head of the Forestville schools during the past twelve years.

Mr. Anderson was united in marriage with Inez E. Shannon June 28, 1894.

* Note. The sketch of Anson C. Anderson was taken from the Centennial History of Chautauqua County and is reprinted entire.

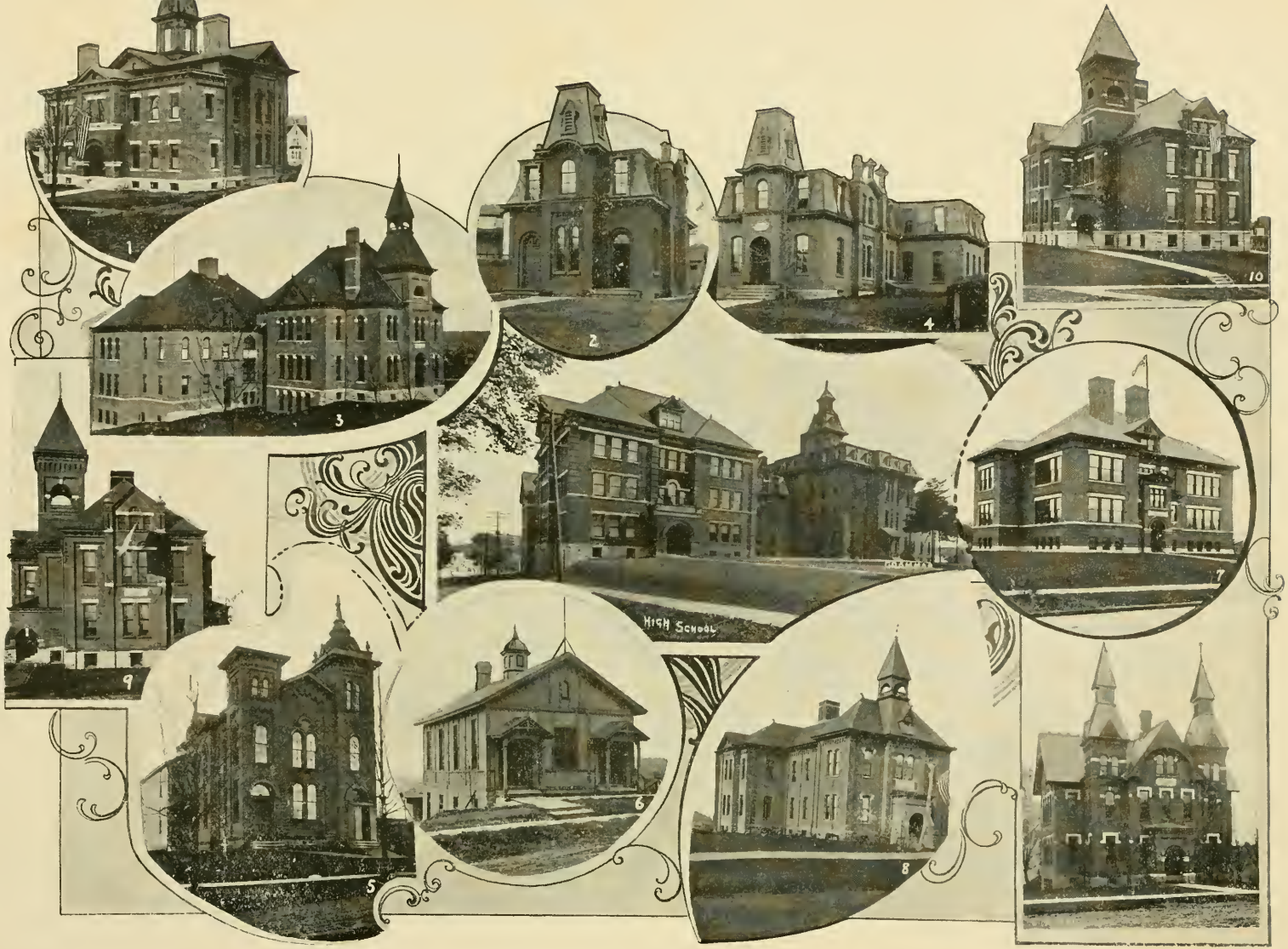
Edgar Shannon, born November 9, 1897; Richard James, who was born August 31, 1899, are their children.

Few men enjoy the universal respect and confidence of a community as fully as does Mr. Anderson of that in which he lives.

On March 17, 1858, was passed an act authorizing a Union School in the Village of Dunkirk, then in the Town of Pomfret. The act provided that School District Number Nine in the Town of Pomfret shall form the district, and shall not be subject to alteration except in the manner provided by law. The names of the members of the Board of Education provided by the act were Ebenezer R. Thompson, Samuel Hillard, Joseph Mileham, James H. Van Buren, Julien T. Williams and Otis E. Tiffany. The names of Principals are Charles W. Case, Westwood W. Case, James M. Cassety, Luther Harmon, David Beattie, James Sheward, A. H. Lewis, David H. Carver, William Harkins, John B. Babcock, Miss E. Frances Chapman, Charles Walsch, Albert Leonard, J. Edward Massey, John Hurlburt, Eliphalet E. Scribner, Evans S. Parker. In 1885, the office of City Superintendent was created. The Superintendents are John B. Babcock, E. E. Scribner. There were employed during the school year ending July 31, 1901, fifty-six teachers. The attendance was seventeen hundred fifty. There are three parochial schools employing fifteen teachers, with an attendance of eight hundred thirty-five.

Union Free School District Number One of the Town of Ellicott, was organized in 1863. In 1868 the Trustees of the Jamestown Academy voted to unite the Academy with the Union School. The people of District Number One accepted the trust and the school took the name of Jamestown Union School and Collegiate Institute. The names of the Presidents of the Board of Education to date are: William H. Tew, Sylvester S. Cady, Simeon W. Parks, John M. Farnham, Josephus H. Clark, Lewis Hall, Sidney Jones and Frederick A. Fuller. The names of the Principals are: Samuel G. Love, Samuel H. Albro, A. Frank Jenks, William H. Trues-

DUNKIRK HIGH SCHOOL BUILDING.



A GROUP OF JAMESTOWN SCHOOLS.

dell, Rovillus R. Rogers, Frank S. Thorp, Almon N. Taylor, Milton J. Fletcher. The City School system was organized in 1888 with Samuel G. Love as City Superintendent, who served till 1890. The present Superintendent is Rovillus R. Rogers. The city has twelve school buildings, eleven brick, one frame. Number of teachers employed, one hundred eighteen. Attendance, four thousand four hundred and fourteen. There are eleven grammar or district schools and one High School. There are two private schools with an attendance of two hundred and eighty. During the year ending July 31, 1901, the city received from the state for schools, $16,383.73. Amount raised ed by tax and other sources $75,938.28.

The Westfield Union School was organized February 10th, 1868, by the consolidation of School Districts Numbers One, Two, Seven and Eleven, of the Town of Westfield. Following this action was taken by the Trustees of the Westfield Academy whereby the Union School accepted it and it became the Academic Department of the Union School. The members of the first Board of Education were Hon. Austin Smith, President; Charles Hathaway, H. B. Rolfe, S. G. McEwin, Almon Abbott, E. H. Skinner, T. O. Guild, Allen Wright and T. D. Strong. During their term of service a school building was erected at a cost of sixty thousand dollars and within the last year another equally expensive and up-to-date High School building has been provided. The names of the Principals are John S. Fosdick, Henry A. Balcam, S. J. Sonberger, Lewillan M. Glidden, Almon N. Taylor and Preston K. Pattison. There are eighteen teachers employed, maintaining all departments from kindergarten to academic, inclusive. The attendance is six hundred seventeen.

The Mayville Union School was organized October 21, 1867. May 15, 1868, it succeeded to the property of the Mayville Academy and the Academic Department of the Union School was established. The members of the first Board of Education were Matthew P. Bemus, William P. Whiteside, John F. Phelps, George W. Gifford, Milton Smith, Hiram A. Pratt, Anson H. Godard and Amos K. Warren. The Princi-

HIGH SCHOOL BUILDING, WESTFIELD—1902.

pals of the school are Thomas J. Pratt, A. J. Crandall, F. Ullry, W. H. Benedict, P. K. Pattison, E. L. Blanchard, D. E. Batcheller, Elmon Monroe, W. M. Pierce, T. E. Lockhart, D. B. Al-

MAYVILLE UNION SCHOOL BUILDING.

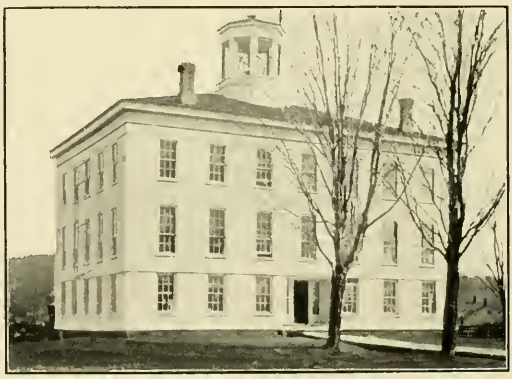
bert. There are seven teachers employed. Attendance two hundred eighteen.

The Sherman Union School is the outgrowth of a log house roofed with bark built in 1830. In 1836 a frame house was erected. In 1844 this gave place to a larger building which was enlarged in 1860. In December, 1867, a Union School was organized. The Board of Education were S. H. Myrick, S. D. Adams, J. T. Green, S. B. Miller, D. C. Sheldon, W. F. Green, B. J. Coffin, James Fenner, H. W. Sperry. In November, 1869, the school opened in a new building costing eight thousand dollars. The names of Principals are C. W. Mead, Alice Gibbs, C. Hannum, Walter Crosby, J. Barnes, J. T. Spencer, Miss E. Clothier, Miss J. Merchant, J. Brown, J. H. Selden, F. H. Hall, A. W. Outhank, A. N. Taylor, S. S. Travis. It is now a High School, well equipped with apparatus and library; eight teachers employed. Attendance two hundred twelve.

Clymer Union School was organized in 1869. It has nine members of Board of Education. Last report in County Clerk's office shows three teachers. Attendance one hundred twenty-one.

The Ellington Union School was organized and succeeded to the property of the Ellington Academy March 23, 1871. October 3, 1899, it was advanced to the grade of High School. The names of the first Board of Education are Norman M. Carpenter, Dr. James Brooks, John Shaw, Joel Slater, Nathaniel P. Main, Frank E. Case, Junius F. Potwin, Jarvis Nye, Harvey Torry. The list of Principals are P. F. Burkt, H. P. Spring, R. R. Rogers, John J. McAndrews, D. D. Van Allen, Frank W. Crossfield, Fred C. Wilcox, J. Howard Russell, Clyde G. Hill, A. H. Hiller, George L. Hanley, Ellis W. Storms, Francis J. Flagg, Edward C. Hawley, Ernest B. Luce. Six teachers are employed. Attendance one hundred forty-seven.

The Silver Creek Union School was organized April 8th, 1879, taking the place of the Graded School Number Eight, Hanover and Sheridan. The



ELLINGTON UNION SCHOOL BUILDING.

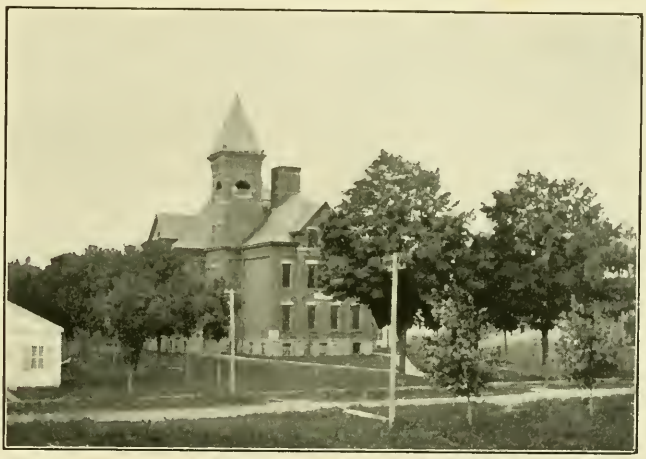
members of the first Board of Education were A. P. Holcomb, George P. Gaston, Norman Babcock, A. Heine, Smith Clark, James M. Berran, C. P. Howes. The names of the Principals

are J. W. Babcock, F. K. Pattison, W. H. Benedict, A. M. Preston, J. M. McKee, J. L. Walthart, E. J. Howe. The faculty consists of a principal and fourteen assistant teachers. Instruction is given in all grades from Kindergarten to Academic, inclusive. The school has two buildings. Attendance five hundred seventy-six.

The Sinclairville Union School was organized on May 17, 1879. The new building costing six thousand dollars was dedicated January 10, 1881. The names of the first Board of Education are Alonzo Langworthy, B. W. Field, Henry Reynolds, B. E. Sheldon, E. B. Crissey and H. A. Kirk. The names of the Principals are E. M. Wood, F. H. Hall, Charles T. Brace, J. H. Selden, W. E. Bunten, F. L. Hannum, Samuel F. Moran. In June, 1897, a new charter was granted by the Regents and the school was placed on the list of High Schools. The faculty consists of six teachers. Attendance one hundred fifty-two. The organization and great success of this school is largely due to the intelligent efforts of Obed Edson, which have been approved by all.

The Ripley Union School was organized December 19, 1882, by a union of the graded and high school interests, which for many years had done excellent service in the educational field. The members of the first Board of Education were Dr. E. L. Ellis, George Mason, F. B. Brockway, T. H. Morris and Lyman Bennett. In October, 1901, it was raised to a High School. The faculty consists of six teachers. Attendance two hundred twenty-one. Principals, D. E. Batcheller, D. A. Preston, C. H. Brundage, H. A. Holcomb, C. U. Bishop, F. M. Markham, H J. Baldwin.

The Brocton Union School was organized in 1887, taking the place of the graded school. It became a Junior Regent School in 1889 and was raised to the grade of High School in 1896. The members of the first Board of Education were T. C. Moss, Augustus Blood, Charles O. Furman, J. A. Skinner and E. C. Edmunds. The school has a faculty of nine teachers, with seven departments, including Kindergarten. The names of Principals are F. W. Plato, E. J. Cobb, R. M. Fitch, George Hanley, John McGilles and P. E. Marshall. Attendance five hundred seventy-four.



FALCONER UNION SCHOOL BUILDING.

The Falconer Union School was organized in 1893 from Graded School Number Six, Ellicott. The names of

the first Board of Education are E. W. Fenton, T. J. Pratt, J. L. Davis, F. T. Merriam, J. H. Tiffany, W. O. Smith. The names of Principals are M. A. Eastman, E. O. Nugent, H. C. Bryant, Miss Carrie Wood, T. J. Pratt, C. L. Pierce, J. S. Wright, George R. Raynor. Eight teachers employed. Attendance two hundred fifty-four.

*George R. Raynor, the subject of this sketch, was born in Hartfield, on April 11, 1871. His ancestors were

GEORGE R. RAYNOR.

among the early settlers of Chautauqua County. It is recalled that his grandfather, John Raynor, settled in the Town of Chautauqua, on the shores of the famous lake by the same name, during the year 1835. In fact his arrival was on the same day that Damon, one of the earliest murderers in the chronicles of the county, was executed. Early in life George R. Raynor secured the foundations for the liberal education which later in his career was to prove to be invaluable. He commenced his education in the Pleasantville District school in 1877, and after securing the elementary studies, he entered the Mayville High School, remaining in that institution from 1884 until 1889. The five years spent in the latter school were preparatory to more useful work in the educational field.

In the meantime Mr. Raynor gained some practical experience by teaching two years in the schools of his native village. Entering the University of Rochester in 1889, he remained there for one year. Subsequently, in 1892, he was admitted to the Fredonia Normal School and for three years he pursued a classical course in that well-known institution. After graduating from the latter, he was placed in charge of the Union School at Corfu, N. Y. For six years he resided in Frewsburg where he acted as the efficient Principal of the schools of that village.

Mr. Raynor was elected to the Principalship of the Falconer schools and entered upon his duties there in September, 1903. This is the present field of his educational work.

At Dewittville, on January 9, 1902, George R. Raynor and Grace J. Kirkland were united in marriage. In addition to his other activities, Mr. Raynor is a prominent member of the Methodist Church, he is identified with the N. P. L., the I. O. O. F., and Masonic order. Both as a citizen and as an educator he has the respect of the community in which he lives.

Fredonia Union School was organized from Graded School Number Eight, Pomfret, August 11, 1894. The first Board of Education was E. J. Crissey, H. M. Wilson and Mrs. Emily Johnson, During its life "District Number Eight" was one of the leading graded schools in the county. R. E. Post, Manson Wedge, George H. Stow-

* Note. The sketch of George R. Raynor was taken as printed from the Centennial History of Chautauqua County and is reprinted entire.

itts and James W. Barker were among its Principals. The Union School since its organization has been in the charge of Miss Mary F. Lord as Principal. There are sixteen teachers employed. Attendance five hundred sixty-five.

The Lakewood Union School was organized in District Number One, Busti, in 1893. The first Board of Education consisted of one member, Charles H. Wicks. The names of Principals employed to date are Grant E. Neil, William Blaisdell, Alton Appleby, George A. Persell. There are four teachers. Attendance one hundred thirty-three.

Clerk's office has six teachers. Attendance one hundred sixty-nine. Number of members of Board of Education six, names not given.

The Stockton Union School was organized November 18, 1896, taking the place of Graded School of District Number three. The members of the first Board of Education were S. M. Crissey, G. T. Putnam, L. C. Miller, C. D. Payne, N. E. Bogue, J. D. Crissey. There are four teachers employed. Attendance one hundred fifteen. Principals R. D. Eddy, O. C. Presler.

The Cherry Creek Union School was organized August 4, 1897. The first

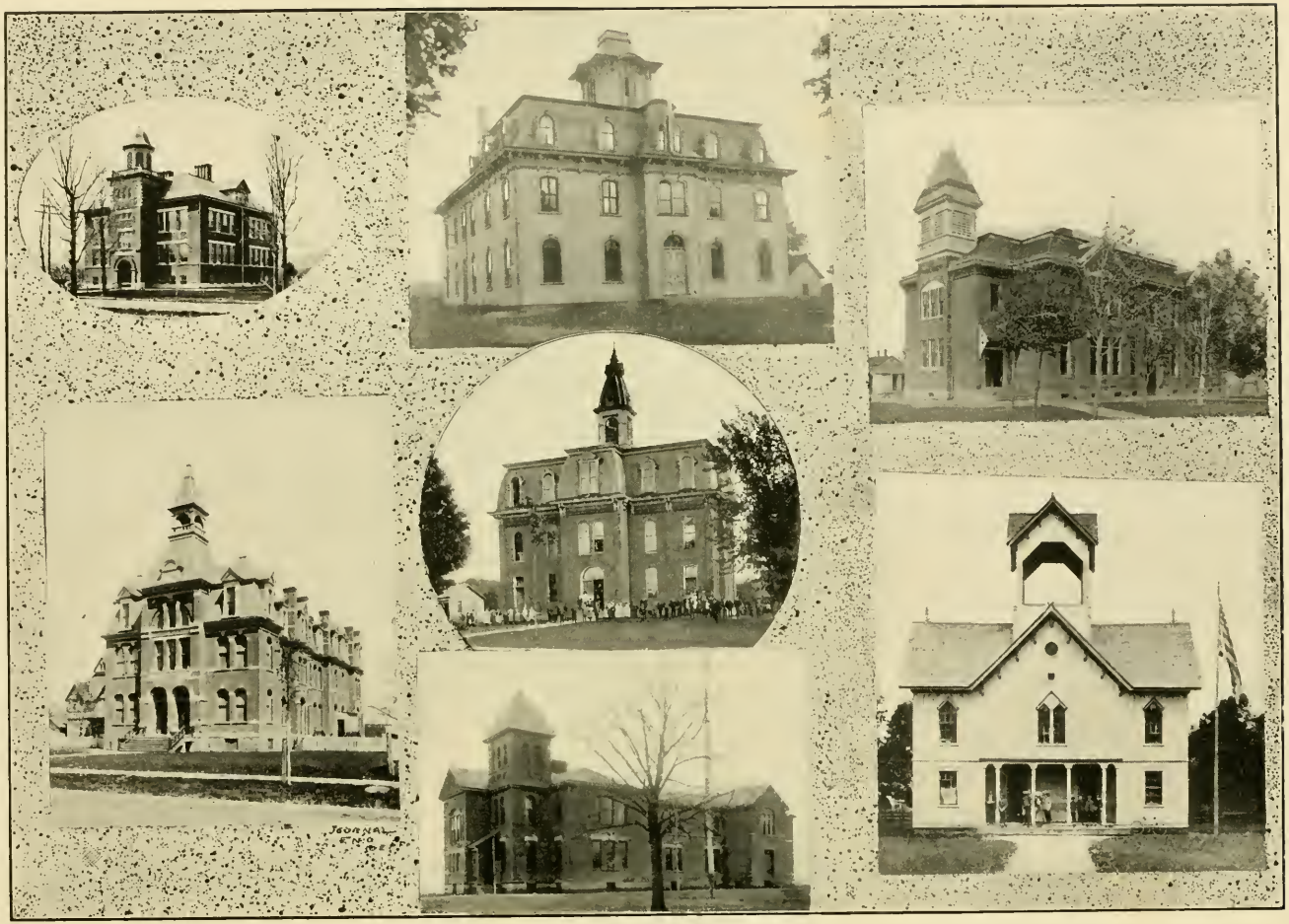
FREWSBURG UNION SCHOOL BUILDING.

The Panama Union School was organized in 1895 taking the place of the graded school organized in 1868. The members of the first Board of Education were John Dean, Loren B. Sessions, W. L. Eddy, John Newhouse, J. J. Sternberg, G. A. Davis, Mrs. Walter L. Sessions, Mrs. Mary Smith, Eliza M. Sweet. The names of Principals are C. J. Rice, John M. Crofoot, Seward M. Travis, C. B. Persell. The faculty consists of five teachers. Attendance one hundred eleven.

The Frewsburg Union School, as shown by report on file in County

Board of Education were C. A. Mount, G. F. Lapham, C. L. Edwards, C. H. Martin, H. J. Shepardson. The school was placed on the list of High Schools in 1900. The faculty consists of six teachers. Attendance two hundred twenty-nine. Principal, J. N. Crofoot. For many years prior to 1897 the Cherry Creek Graded School did good work under the Principalships of R. W. Parsons, E. A. Hayes, E. J. Swift, Warren B. Hooker, George H. Frost, R. A. Hall and others.

The Chautauqua Union School was organized in 1900. The members of



CHERRY CREEK.
SILVER CREEK.

SHERMAN.
SINCLAIRVILLE.
RIPLEY.

BROCTON.
STOCKTON.

the first Board of Education are N. S. Morey, D. E. Rice, A. G. Hardenburg, G. A. Taylor, W. A. Cornell. There are four teachers. Attendance one hundred forty-one. Principal Phillip J. McEvoy.

The Irving Union School was organized March 26, 1901. The names of the members of the Board of Education are B. L. Newton, A. D. Burmaster, Jr., G. W. Parks, G. W. Smith. Name of Principal, B. A. Matthewson; two teachers. Attendance sixty.

The Cassadaga Union School was organized July 1, 1901. Members of Board of Education are C. S. Putnam W. B. Waite, L. M. Smith, T. S. Alden, J. E. Pierpont, L. Knott, E. W. Phillips, L. S. Bradford, Secretary. There are three teachers employed. Attendance one hundred six.

WILLIAM VORCE

Who did much for the Schools of Westfield, Chautauqua and Ellery

The Busti Graded School has two teachers. Attendance, seventy-six. Principal, J. A. Darrow.

The Ashville Graded School has three teachers. Attendance, eighty. Principal, F. L. Darrow.

The Findley's Lake Graded School has three teachers. Attendance, one hundred ten.

The Kennedy Graded School has four teachers. Attendance one hundred thirty-one. Principal, D. M. Ruttenbur.

The Hamlet Graded School has two teachers. Attendance sixty-five. Principal, F. M. Hammond.

The Watts Flats Graded School has three teachers. Attendance, fifty-four. Principal, Charles W. Hurlburt.

The Gerry Graded School has four teachers. Attendance, one hundred twenty-five. Principal, Robert G. Widrig.

The Mina Graded School has two teachers. Attendance, forty-seven. Principal, Benjamin Buslink.

The Clark Graded School has two teachers. Attendance, forty. Principal, David Clark, Jr.

The Ellery Graded School, District Number Four, two teachers. Attendance fifty-two. Principal, Bertha E. Smiley.

The Portland Graded School has two teachers. Attendance twenty-seven. Principal, Hayes M. Morse.

The Pomfret Graded School, District Number Four, has two teachers. Attendance, eighty-three. Principal, Hannah Sullivan.

The Hanover Graded School, District Number Six, has two teachers. Attendance thirty-nine. Principal, Herbert E. Everhart.

The Celoron Graded School, District Number Three, Ellicott, two teachers. Attendance eighty. Principal, Charles L. Larder.

The Parochial Schools of the county located in Dunkirk and Jamestown are doing a good work. They are well organized; in charge of competent and painstaking instructors, and form an important part of our educational system. In the City of Dunkirk there are over one thousand pupils in attendance

at the church schools. The first school was organized in 1865. Those in attendance have the benefits of well-equipped school-rooms, modern methods and superior instruction. The results attained as shown by the reports of examinations—including Regents—taken by the pupils are satisfactory. Rev. Joseph M. Theis, having general supervision is a thorough and earnest teacher, whose objective point is to promote the best interests of education. Under his intelligent management the schools are very successful, and deservedly popular with the people who patronize them.

During the century there have been many private schools organized in the county which have accomplished much good. They were a necessity of the period; which has passed as our system of education became developed, and have given place to our Kindergarten and High Schools. The children's school. The Quaker School for young ladies, organized in Jamestown in 1833. The Salem Academy, a private enterprise organized in the Town of Portland in 1832. The Quincy High School at Ripley. The Percival School for boys. The Deaf Mute School in Dunkirk. The several select schools in nearly every town in the county, were the workshops where the children of the early settlers received instruction in the higher branches of education. A large number of the better class of teachers were prepared for their work in these schools. They were the dawnings of better days, the advance guard of educational progress.

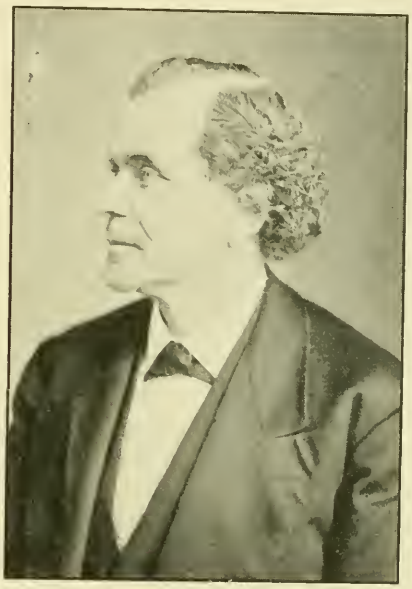
Forty years ago Luther Harmon taught a select school of thirty pupils at a four corners midway between the Villages of Mayville and Sherman—now known as Summerdale. Twenty-three of these pupils became successful teachers in our public schools.

A sketch of the origin, change and growth of a school district, during the last century will enable us to mark its progress. Being acquainted with the conditions, I give this as a specimen brick taken from our educational structure. What is true of one is true of all in a greater or less degree. School District Number Three of the Town of Stockton, then the Town of Chautauqua, was organized in 1817 and a log school-house built. In 1820 there were thirty-nine pupils in attendance with Jedidiah Post as teacher. In 1840 a red school-house had been built. The attendance was eighty pupils with William D. Jennings as teacher. In 1860 a white school-house had been provided. Attendance one hundred three pupils taught by Phin M. Miller. In 1866 there was a union of two districts, and a graded three-quota school organized. In 1880 there were three teachers employed; the attendance was one hundred twenty. In 1896 a Union School was organized with four teachers. In 1902 there are four teachers employed with an attendance of one hundred fifteen. The salary paid for teacher in 1820 was eighteen dollars for twenty-four days. In 1840 it was twenty-four dollars for twenty-four days. In 1860 the pay was thirty-five dollars for twenty-two days. In 1880 it was ninety-six dollars for twenty days, three teachers being employed. In 1902 there are four teachers at a salary of one hundred sixty-three dollars for twenty days. In each of these periods of school, the teachers furnished their own board. In 1820 and 1840, the pay was part cash and part produce; in 1860 and 1880, cash after close of term; in 1902, monthly payment.

Under the law of 1812, Town Commissioners were authorized to form school districts, call meetings and attend to the financial affairs of schools. The Town Inspectors visited the

schools, advised with teachers and trustees. The granting of certificates to teach was by joint action, three constituting a quorum. The former were selected from the level-headed, hard fisted, practical proprietors; the latter from the better educated ones. It was this combination of practical common sense and educational intelligence, that the would-be teacher had to face in an examination for a license. It is told that in one of the towns—call it Stockton—in the long ago, an applicant appeared for examination. The only members of the board present were three of the Commissioners. It was an unusual condition—none of the Inspectors being there to take charge of the examination—but not sufficient to disconcert the Commissioners. They proceeded with the examination of the applicant. After the would-be teacher had read the "African Chief" the examination was as follows: "Where are you going to teach?" "In the Deer Lick District." "What do the Trustees agree to pay you?" "Five shillings for six days and board around." "What do you have to eat at home?" "Corn bread, pork, potatoes and pumpkin sauce!" "Do you know a sure cure for the itch?" "Yes sir. Itch Ointment." "How is it made?" "One part lard, two parts sulphur." "Do you wrestle at March meeting?" "Yes sir!" The examination being very satisfactory, the license was granted. Later the law was amended giving to the Inspectors sole power to license teachers.

The Fredonia Normal and Training School was organized under the provisions of an act of the Legislature passed April 7, 1866, and known as Chapter four hundred sixty-six, entitled "An Act in regard to Normal Schools." Section I provided that the Governor, Lieutenant-Governor, Secretary of State, the Comptroller, the State Treasurer, the Attorney General and the State Superintendent of Public Instruction, should constitute a commission to receive proposals in writing in regard to establishing four normal and training schools. The names of the members of the commission who voted in favor of locating one of these schools at Fredonia are Reuben E. Fenton, Stewart L. Woodford, Thomas Hillhouse and Victor M. Rice. The people of Fredonia raised one hundred thousand dollars. The academy authorities turned over the library, apparatus and



DR. J. W. ARMSTRONG

other movable property to the state. To Hon. Willard McKinstry and Hon. Oscar W. Johnson much credit is due for their earnest and well-directed efforts in securing the location of the school. The Normal School was opened in the Academy building in December, 1867, with Normal, Academic and two Practice Departments. The new building was occupied in September, 1868. That building was burned December 14, 1900. A new building is being completed at a cost of two hundred fifty thousand dollars. The school

has been in continuous session during each school year since 1867. Over one thousand persons have been graduated from the Normal department and more than two hundred pupils from the Academic department. The names of the members of the local Board appointed by Victor M. Rice are Oscar W. Johnson, Willard McKinstry, George Barker, Horace White, Almond Z. Madison, Spencer S. Bailey, Addison C. Cushing, Stephen M. Clement, Orson Stiles, Albert Haywood, Henry C. Lake, Simeon Savage, Lucius Hurlbut and Albert H. Judson. The Legislature of 1869 passed an act relieving the Board from further service and placed the management of the school in the hands of the State Superintendent. In 1874 the following local Board was appointed: Lorenzo Morris, Philo H. Stevens, Louis McKinstry, Franklin Burritt, George D. Hinckley, C. E. Benton and Alva Colburn. The names of Principals are: Joseph A. Allen, John W. Armstrong, James H. Hoose and Francis B. Palmer.

The Chautauqua Assembly and Summer School was incorporated under the laws of the State of New York and has been in active, progressive existence for twenty-eight years. It is a summer school, college and university combined. Its course of study covers the wide range of language, art, science, music, politics, economics, morals and religion. The Chautauqua Course has more than fifty separate and distinct departments and classes, all of which are in flourishing condition—and the end is not yet.

Since its organization in 1874, more than three million dollars has been expended in its development. The regular attendance of scholars each year is counted in the thousands, while those availing themselves of the educational advantages offered for home study must be numbered in the millions. More than this! The Chautauquas that have been organized everywhere, in this and nearly every state; in England; on the Continent; in Asia and Africa, are the children of our own Chautauqua. The intelligent men, women and children of the best county, in the grandest state, of the most glorious nation on the earth, unite in saying: All praise and honor to Chautauqua's originators, projectors, founders, builders, conductors and teachers—past, present and in the century before us!

There are two hundred eighty-one school districts in the county. Of these twenty are Union, two hundred sixty-one Common Schools. During the year ending July 31, 1901, five hundred eighty-seven teachers were employed for one hundred sixty or more days. The number of pupils in attendance was seventeen thousand one. The average attendance was twelve thousand three hundred twenty-five. The number of children of school age in the county, nineteen thousand two hundred ten. Number of private schools, eight; attendance twelve hundred ninety. There are two hundred sixty-two frame and forty-two brick school buildings. Value of school houses five hundred eighty-one thousand seventy-eight dollars. Value of sites one hundred seventy-eight thousand two hundred seventy-seven dollars. Amount of money received from the state seventy-five thousand eight hundred sixty-three dollars and ninety-six cents. Amount raised by tax, tuition and other sources two hundred forty thousand seven hundred three dollars and eighty cents. Of this amount two hundred seven thousand eight hundred forty-nine dollars forty-six cents was paid for teachers' wages; one hundred seventeen thousand three hundred seven dollars and ninety-eight cents was paid for school-houses, sites.

repairs, furniture, books, apparatus and incidentals. Number of male teachers employed, one hundred twenty-four; female, five hundred seventy. Number of inspections made by Commissioners, three hundred ninety-seven. Average annual salary paid to teachers three hundred fifty-four dollars and nine cents; cost per pupil for the year nineteen dollars and thirteen cents. Chautauqua County in 1844 had eighteen thousand two hundred sixty-seven children of school age, between five and fifteen. In 1902 there are nineteen thousand two hundred ten, between five and twenty-one, an increase of nine hundred forty-three in fifty-eight years.

These have been and are the workshops of the people for the enlightenment and education of the masses; the mills to grind to dust ignorance and superstition; to smelt, solidify and properly develop the raw material of the brain; to separate the dross of immorality and vice from the fine gold of honesty, purity and truth; to make plain the lessons of a better life, and develop the grand truth of unselfishness.

It is not a proposition of intelligence alone, for that is only an element of power. The discarded angels were possessed of that. The great question—"Is intelligence a blessing or a curse?" is answered by the moral sentiments of the masses. Our schools are the great workshops for diffusing intelligence and morality in this republic. The open door calls to all. The child of poverty stands at the threshold with all the rights and privileges of that of any other. The royal purple goes to the brave hearts who win in the contest where all are started on an equal footing. Here may be found light for every soul. They are the nurseries which generate and send life and energy into society. They furnish the moral, mental and physical strength, which, properly directed, shall keep and preserve us a nation. May we all measure the words: The decline of public and private virtue sounds the death knell of the republic.

When Cineas returned from his mission, he was asked how the Roman Senate appeared? His answer was "Like an assembly of Kings." History repeats itself as we take from the educational record of the past, the names of Anna Eaton, Squire White, Abner Hazeltine, Abner Lewis, Richard Smith, George Leonard, Delos Rider, Chauncey Tucker, Emerson W. Keyes, Elias H. Jenner, James Parker, Lucius M. Robertson, Madison Burnell, Henry C. Lake, Glenni Scofield, Adelaide A. Gleason, R. D. Vrooman, Mary Terry Sessions, P. P. Kidder, Ebenezer R. Thompson, Charles G. Maples, Calvin Cheney, Calista S. Jones, Samuel G. Love, Edward A. Dickinson, William S. Rice, Emily Trask, Jarius Handy, Calvin Kingsley, Jesse Smith, John Steward, Orsel Cook, Adaline Muzzy, Sarah Griswold, Emory F. Warren, Darwin Eaton, George A. Watson, Betsey Patcheller, William Lamont, Philip S. Cottle, Lizzie Richardson, Charles Hathaway, Judge L. Bugbee, Thomas Jones, Nancy Lyon, Polly Shepard, Andrew P. White, Lorenzo Parsons, Helen Wright, Mary Leonard Crissey, Hannah Johnson Henderson, Worthy Putnam. Had we the space and time this list could be oft-repeated with other equally deserving names, all of whom will be remembered as successful teachers in our public schools.

The descendants of Solomon Jones, Sr., and Susannah Jones Hazeltine show fifty-nine to have been successful teachers in this county. Who will say "successful teachers are not born?"

The following fact shows the veneration and love the "old boys and girls" had for their teachers. In the beautiful

L. of C.

cemetery in the Village of Silver Creek may be seen a modest, substantial monument bearing this inscription: "Miss Emily Trask—afterward the wife of Russell W. Fisk—born April 26th, 1808. Died April 26th, 1886. Erected to her memory by her former pupils."

An attempt even to outline our educational history, omitting to mention the name of Hon. Austin Smith, would mark the effort a failure. During an active, useful and long life he has been closely identified with the cause of education. He was the first principal of the first academy in the county, beginning his work in Fredonia in 1826. In 1830 he settled in Westfield. He was a member of the first Board of Trustees of Westfield Academy organized in 1837 and ever its warm and earnest friend. In 1868 when the Union High School succeeded the Academy he was elected President of the Board of Education. For more than sixty years he was an active, intelligent educational force doing good work for the cause in which he had a peculiar interest. His name has always been the synonym of all that is pure and true. Recollections of him will bring "music at midnight" to all who have known Austin Smith.

Calista S. Jones, for more than half a century, was identified with active school and educational work in Chautauqua County. She was a worker, teacher, advocate and executive officer in every department of education. Ellicott and Jamestown owe more to her than to any other person their great success in all their educational undertakings. Her influence was not confined to the limits of her home town and city. For a quarter of a century she was the intelligent adviser of the school officials of the county. She was the fearless sergeant in command of the educational picket line in the struggle to subdue ignorance and vice. We honor ourselves when we sing her praise.

Squire White was the first college graduate to engage in school teaching in Chautauqua County. His school was in the now Town of Sheridan, at a place known as Roberts Corners—about three miles east of Fredonia. The School Trustees were John Walker, Richard Douglass and William Gould. They made a conditional bargain with Mr. White, who was a physician. The terms were: For him to teach the school—but if he had a call to practice his profession, school might be closed, to be

CALISTA S. JONES.

resumed after the call was made. This school was in session during the winter of 1808 and 1809. In the spring of 1809 he moved to Canadaway, now Fredonia, where he passed a long and useful life devoted to his profession and the cause of education.

Alanson Wedge was born in North Leverett, Massachusetts, May 1, 1822. He was graduated from Brown University in 1848. For forty years he was a teacher in academies and high schools, a large portion of this time in Chautauqua County. He was one of the most thorough and painstaking teachers in the land. In speaking upon the subject

of reviews in school, he was asked how often reviews should be had? His answer was "Perfection may be the end of a review!" Continuing, he said, "I would recommend a review, a re-review, a re-re-review, and if necessary, a thorough review back of all these." In the class room, in methods and thoroughness, he was a past master. All honor and praise to the worth and work of this grand and good man.

Oscar W. Jonhson was born in Butternuts, Otsego County, New York, September 8, 1823. He removed to Pomfret, Chautauqua County, in 1838, where he attended the Fredonia Academy, taught school and began the practice of law. Every advance step in educational progress had an earnest advocate in Mr. Johnson. He was the faithful friend of the common schools. During a series of years extending from 1865 to 1876 he was employed by the State Department as a lecturer before Teachers' Institutes in the state. During the last forty years of his life, he was the educationalhistorian of our county. In educational circles, the name of Oscar Johnson was a ready passport to the highest confidence and estimation of all. He was a grand production of our splendid system of education. Knowing what this educational sketch is, realizing what it might have been, in his hands, I am able to estimate his worth. It is the difference between night and day; the change from a halting paralytic to the strong man ready to run a race.

OSCAR W JOHNSON.

Victor M. Rice was born in Mayville, Chautauqua County, New York, April 5, 1818. At an early age he removed to the then Town of Clymer, now the Town of French Creek, where he grew to manhood. His early education was gained in the log school-house and at the family fireside. In 1841 he graduated from Allegheny College. He at once began the work of teaching and was in the public schools of Buffalo from 1848 to 1854 as Principal and Superintendent. He was elected State Superintendent of Public Instruction in 1854 for a term of three years. In 1860 he was again elected and served for two terms, being re-elected in 1863. During his terms of office may be found the golden years of improvement in our

VICTOR M. RICE.

educational history. He was a thoroughly practical man; an earnest teacher; a statesman with all the virtues of a Chautauqua politician, he was well equipped for the work at hand. It was he who organized our present system of school supervision; who drafted the law giving us Union Schools; who increased the number of our Normal and Training Schools; who gave to the state free schools. It may be said "The time had come for these things!" The fact still stands, that Heaven inspired this man with courage to undertake this

glorious work. Measured by results his is the grandest name in the educational history of our state. He was ever loyal to his native county. He was the first to suggest a Normal School for our county. With his advice, assistance and vote was secured the location of the school at Fredonia. Within six hours after the bill was signed, giving four additional Normal Schools to the state, he had secured the necessary votes to locate one in Chautauqua County, all else being equal. As long as our gardens, fields and woodlands are clothed in verdure and flowers in their season; as long as our sparkling brooks wind their way unmolested to the sea, so long may the people of Chautauqua County in each succeeding generation honor the name of Victor M. Rice.

Finally! Let us avoid the day when the people neglect their duty to the common schools; when there shall be certificates of excellence secured without labor; when it shall be the fashion to misspell common words; when pupils are carried on a pillow to the top of the educational mountains; when boys and girls show signs of rottenness before ripeness. Let us dot our country with school-houses as the stars dot the heavens at night; let us place therein thoroughly competent and painstaking teachers. Let us box our educational compass; take our reckoning, and select a safe course for the future of our public schools, based upon the propositions: The strength and stability of our nation is derived from the morality and intelligence of the common people. The staircases of truth in morals, science and art, reaching from the darkness of earth to the sunlight of Heaven, are scaled by systematic industry and patient investigation. Honest toil and severe discipline are the keys opening the doors leading to wisdom and happiness. An hundred children are ruined by weak and superficial instruction where one is injured by thoroughness; the rule governing physical labor should be the standard—a task is finished when completed in all its parts. Giants are not made by sympathy and tears. The sunlight of happiness is reached by a triumph over difficulties; by faith, hope and self-reliance. The brain that earns wisdom, is the only one to receive it. A lack of thoroughness in labor is the radical, and often the fatal defect of life. It is by discipline that the physical and moral laws of the Universe are enforced. The mountain trembled when the Lord descended upon Mount Sinai. Amid thunder, the Mosaic law with its penalties was proclaimed to man. "God has come to prove you that His fear may be upon you that you sin not" are the words of Moses to the terror-stricken people. In the majesty of power and amid the convulsions of nature the law was proclaimed by the Almighty. Authority, human or divine, will receive scant attention and observance from the one who has failed to respect the authority of parent or teacher. Most scholars are obedient; a majority of citizens respect and obey the law. There are, there always will be, exceptions. These must be controlled, or virtue ends and a reign of terror begins. Should the teacher be asked to control without punishment when no other human power can? The philosophy of the physical and moral world teaches that it is an impossibility.

Deserving, may the teachers of our schools during the coming century receive the protecting care of all that is pure and true. That their bended bows of promise may be thickly clustered with all that helps to make men and women great and good, is the earnest prayer of the friends of education in Chautauqua County.

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